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ABSTRACT

This social studies curriculum guide for grade 2 in the Metropolitan School District of Warren Township, Indiana, contains 10 sections: (1) School board policy and philosophy; (2) Philosophy implementation guidelines; (3) Program level objectives; (4) Responsibility for social studies curriculum; (5) Multicultural/multiethnic graphic; (6) General exit outcomes; (7) Social studies skills; (8) Seven essential learnings; (9) Strategies for classroom use; and (10) Course of study--skills chart--time frame. Much of the guide is devoted to section nine, the strategies for classroom use. Seven strategies are outlined and discussed: multicultural/multiethnic, religion, active civic responsibility, economics, globalization, critical thinking, and assessment. The last section of the guide features materials describing the content of the grade 2 social studies curriculum in depth. Skills charts feature the subject area, the name of the textbook used, the unit or topic, the skills used, support materials used, and the approximate amount of class time required. A course of study time frame describes, in sequence for the social studies course, the major topics covered, the course objectives, and learner outcome statements. (DB)

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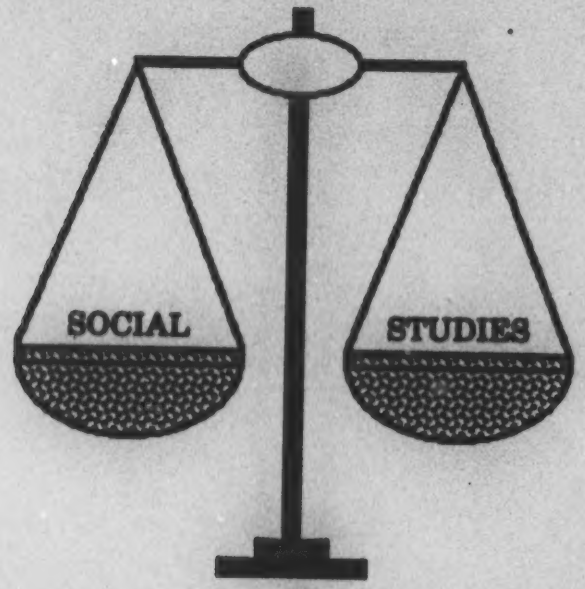
Practicing Democracy through Equity Education



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Curriculum Guide Grade 2

1991 - 1997

SO 022 329

Metropolitan School District of Warren Township

WARREN

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"I have a dream..."
Martin Luther King

"A culturally diversified society is a source of strength for a nation."
Adelaide DeSoto

"With all beings and all things we shall be as relatives."
Dakota Indian Proverb

"...We can help make the world safe for diversity."
John F. Kennedy

"It is how we use our lives that determines what kind of people we are."
Cesar Chavez

"We must weave a social fabric in which each diverse human gift will find a fitting place."
Margaret Mead

"By nature, (people) are nearly alike; by practice, they get to be wide apart."
Confucius

"America is a tune. It must be sung together."
Gerald Stanley Lee

The Social Studies Curriculum document was produced with the authorization and support of the Metropolitan School District of Warren Township Board of Education:

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The production of this curriculum document began in August 1990 when a Social Studies Curriculum Facilitator was appointed. The Social Studies Curriculum Facilitator, Herb Korra, working with Betty Poindexter, Assistant Superintendent for Curriculum and Instruction and the Social Studies Instructional Improvement Team, with Stuart J. Swensson as chairman, began to develop plans for the revision of the social studies curriculum, adaptation of textbooks and development of this curriculum document.

The Social Studies Instructional Improvement Team spent many hours in developing ideas and plans. Many people were involved in the various aspects of this final product.

We sincerely thank the staff members who have given much time and effort toward the research and writing of the new Social Studies Curriculum Guide and serving as a building resource during the textbook adoption process. We wish to acknowledge the help and time spent by all social studies teachers in filling out surveys, giving suggestions and attending various meetings. The input of all is greatly appreciated.

Dr. Michael Garcia, Indiana University Northwest, provided expert advise and many suggestions for the multicultural segment of this document. Phil Douglas, Director of Human Services, provided guidance, materials and training sessions to help make this inclusion of multiculture and multiethnic aspects possible. We appreciate their assistance immensely.

Only with the confluence of individual efforts of the educators listed below were we prepared to publish this extensive document:

1990 -1991

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DEDICATION

For the first time in over 25 years, the Social Studies Curriculum in Warren Township has been revitalized. Under the direction and vision of Dr. Betty Poindexter, many changes and improvements have been made to develop a modern-day approach to the Social Studies Curriculum. The end result, it is hoped, will be equity education in Social Studies for all students. Those of us who have worked closely with Dr. Poindexter are personally and professionally grateful for her efforts and concern for Warren students. This curriculum guide is hereby dedicated to Dr. Poindexter.

THE METROPOLITAN SCHOOL DISTRICT OF WARREN TOWNSHIP
INTEGRATED SOCIAL STUDIES CURRICULUM
"PRACTICING DEMOCRACY THROUGH EQUITY EDUCATION"

SECOND GRADE
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SCHOOL BOARD POLICY
Instruction
MultiCultural, Non-Sexist, and Disabled Education

The Metropolitan School District of Warren Township shall not discriminate on the basis of race, national origin, sex, creed, age, marital status, or disability in its educational programs or activities as required by Title VI and VIII of the 1964 Civil Rights Act (CRA), Title IX of the 1972 Education Amendment, and the Federal Rehabilitation Act of 1973.

It is also the policy of this corporation that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to men and women in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural, non-sexist society. *

PHILOSOPHY
Social Studies Instruction
MSD Warren Township

The Social Studies Curriculum is designed to develop, educate, and prepare young people for a multicultural-multiethnic society and an interdependent world in which they are citizens. The development of the individual, family, and community is crucial to the vitality and sustenance of a democratic nation.

The ability to understand the past, identify with the present, and adjust to a rapidly changing global environment is essential to gain insights into the social, political, cultural, environmental, and economic systems that affect students in various ways.

The rapidly changing world requires that young people be able to think critically, apply knowledge to solve problems, develop communication and research skills and be able to apply technology so that they will become productive citizens.

The shared responsibility between the home, school, and community must be to encourage social participation and understanding. This should include active involvement in rational decision making that will develop knowledgeable citizens, voters, and consumers. The primary goal of Social Studies instruction is therefore, to promote citizenship education, to insure a democratic society and to provide for a fundamental humanistic quality of life.

*Policy Adopted: June 18, 1990

II. Social Studies Curriculum Framework - Implementation

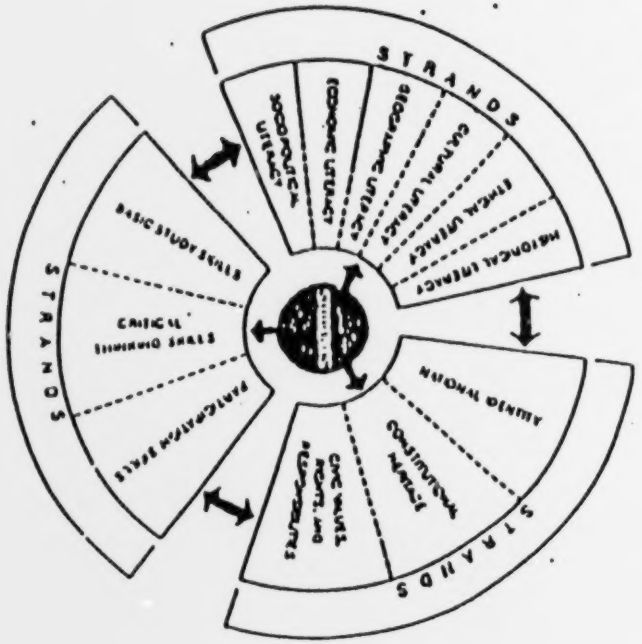
A. The distinguishing characteristics of the Warren Township Social Studies Curriculum are:

1. the framework proposes both an integrated and correlated approach to the teaching of social studies. The teacher is expected to integrate his/her teaching with the other humanities and from other fields, such as language arts, science and math.
2. the framework stresses the importance of a story well told. Whenever appropriate, history should be presented as an exciting and dramatic series of events in the past that helped shape the present
3. the framework emphasizes the importance of studying major historical events and periods in depth.
4. the framework proposes a sequential curriculum, one in which knowledge and understanding are built in a carefully planned and systematic fashion K - 12.
5. the framework incorporates a multicultural perspective. It requires teachers to recognize that the history of community, state, region, nation and world must reflect the experiences of men and women and of different racial, religion, and ethnic groups.
6. the framework stresses world history at grade 6,7, and 10 (10th grade to be required). Special attention is to be paid to the study of non-western societies in recognition of the need for understanding history and cultures of various non-western groups.
7. the framework emphasizes the importance of application of ethical understanding and civic virtue to public affairs. At each level students are to reflect on that individual responsibility and behavior needed to create a good society. The student is to examine the role of law in society.
8. the framework supports the study and discussion of the fundamental principles embodied in the United States Constitution and Bill of Rights.
9. the framework encourages teachers to present controversial issues honestly and accurately. Students need to understand that events in history provoked controversy as do the events reported in today's headlines.
10. the framework acknowledges the importance of religion in human development. Students must become familiar with the basic ideas of the major religious and ethnical traditions of each time and place and the role of religion in the founding of this country. Students should understand the intense religious passions that have produced fanaticism and war as well as the political arrangement developed that allowed different religious groups to live peacefully together in a pluralistic society.
11. the framework stresses that critical thinking skills be included at every grade level. Students will learn to detect bias in print and media; to recognize illogical thinking; to guard against propaganda; to avoid stereotyping of groups but to reach conclusions based on solid evidence and to think critically, creatively, and rationally.

12. the framework supports a variety of content - appropriate teaching methods that engage students actively in the learning process; such things as local and oral history projects, writing projects, debates, simulations, role playing, dramatizations, and cooperative learning, as in the use of teacher technology to supplement reading and classroom activities.
13. the framework provides opportunities for students' participation in their community. From an early age, students need to become involved in the community. The teachers need to provide opportunities for the student to become involved in community affairs.
14. the framework stresses the importance of enriching the study of history with use of literature, both literature <u>of</u> and literature <u>about</u> a given period.
15. the framework stresses the importance for teachers to provide multi-assessment methods to meet the needs of all types of learners in each classroom.
16. the framework stresses the need for economic development for the individual, community, state, nation and global community.
17. the framework recognizes the importance of understanding various societial problems such as the environment.

SOCIAL STUDIES CURRICULUM STRANDS
K-12

Goal of
SKILLS ATTAINMENT
and
SOCIAL PARTICIPATION



Goal of
KNOWLEDGE
and
CULTURAL
UNDERSTANDING

Goal of
DEMOCRATIC
UNDERSTANDING
and
CIVIC VALUES

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II. Social Studies Curriculum Framework - Implementation (continued)

B. Curriculum Strands - The curriculum strands are a constant in every grade, and each year these basic learnings are deepened, enriched, and extended.

1. Knowledge and cultural understanding is pursued by developing students' literacy in history and the other humanities such as ethics, geography, economics, sociology, and political science.
2. Historical Literacy
   a. Develop a keen sense of historical empathy - what it was like to be there.
   b. Understand the meaning of time and chronology - terms to understand: decade, generation, century.
   c. Analyze cause and effect - historical events usually have multiple causes and effects.
   d. Understand reasons for continuity and change. Some things do not change - why?
   e. Recognize history as common memory, with political implications - in democratic societies the historical record is open to debate, revision, conflicting interpretations, and acknowledgement of past mistakes.
   f. Understand the importance of religion, philosophy, and other major belief systems in history - students gain an understanding of a cultural, ethical and moral commitment.
3. Ethical Literacy
   a. Recognize the sanctity of life and the dignity of the individual.
   b. Recognize the ways in which different societies have tried to resolve ethical problems.
   c. Realize that the ideas people profess affect their behavior - connection between ideas and actions, ideology and policy, and policy and practice.
   d. Understand that concern for ethics and human rights is universal - slave revolts in ancient times; popular movement, i.e. Mohandas Gandhi, Desmond Tutu, Christians who tried to help the Jews during the Holocaust.
4. Cultural Literacy
   a. Understand the rich and complex nature of a given culture.
   b. Realize the relationships among the various parts of a nation's cultural life.
   c. Study the myths, legends, values, and beliefs of a people.
   d. Understand that literature and art reflect the inner life of a people.
   e. Develop a multicultural perspective that respects the dignity and worth of all people.

5. Geographic Literacy
   a. Learn an awareness of place.
   b. Develop locational skills and understanding.
   c. Recognize human and environmental interaction.
   d. Understand human movement.
6. Economic Literacy
   a. Recognize the basic economic problems confronting all societies.
   b. Recognize comparative economic systems.
   c. Understand the basic economic goals, performance, and problems of our society.
   d. Understand the international economic system.
7. Sociopolitcal Literacy
   a. Understand the relationship between society and law.
   b. Understand comparative political systems.
8. National Identity and Constitutional Heritage.
   a. Realize that the American society is now and always has been pluralistic and multicultural.
   b. Recognize the American dream of equality and freedom.
   c. Realize the unique role the United States has had as a nation of immigrants.
   d. Understand the basic principals of democracy and the historic development of our constitutional society.
9. Civic Value, Rights and Responsibilities
   a. Understand what is required of citizens in a democracy.
   b. Understand individual responsibility for the democratic system.
   c. Encourage individual participation in community and civic function.
10. Social Participation and Skills Attainment
   a. Personal skills - develop a sensitivity to needs, problems and aspirations of others; recognize personal biases and prejudices; develop an understanding of people as individuals.
   b. Group interaction skills - willingness to listen to the differing views of others; be able to make decisions; set goals; leadership skills; resolve conflicts peacefully.
   c. Social and political participation skills - identify issues; recognize responsibilities connected with citizenship; willing to help reserve and extend justice, freedom, equity and human rights.
   d. Define and clarify problems, identify central issues or problems
   e. Judge information related to a problem, ability to distinguish among fact, opinion and reasoned judgment.
   f. Solve problems and draw conclusions.
   g. Basic study skills of social science should include the ability to:
      1. Acquire information by listening and observing community resources and reading a variety of sources.
      2. Locate, select and organize information from written sources such as books, periodicals, government documents and encyclopedias.
      3. Retrieve and analyze information by using computers and other electronic media.
      4. Read and interpret maps, globes, models, diagrams, graphs, tables, pictures and political cartoons.
      5. Organize and express ideas clearly in speech.

See page 19 for a listing of Social Studies Skills.

C. Guidelines for Materials:

1. Instructional materials should present history as an exciting and fascinating story that is prepared for a general audience. Materials that students can read with interest, enthusiasm, and pleasure are needed.
2. The writing should be vivid and dramatic without sacrificing accuracy; it should incorporate human interest wherever possible so that students will recognize the universal humanity of people in other times and places. The content should focus on the men and women before triumphs and tragedies continue to deserve our attention; it should convey a lively sense of people who struggled, feuded, achieved great things, authored terrible tragedies, labored in anonymity, or strode boldly on the stage of history.
3. Once a topic has been selected, it must be presented in depth with a beginning, a middle, and an end.
4. Materials must be accurate and truthful in describing controversies in history, including controversies among historians.
5. Whether treating past or present, textbooks must portray the experiences of men, women, children and youth, as well as, different racial, religious, gender and ethnic groups.
6. Historical controversies must display a variety of perspectives by the participants, that is, accounts of wars should convey the perspectives of both the conquerors and the conquered.
7. Textbooks must pay close attention to ethical issues. Through social studies sources, student should have many opportunities to consider stands of ethical behavior.
8. Materials should include primary source materials to enable students to get an authentic sense of other times and places.
9. Materials should reflect the significance of civic values and democratic institutions and promote/encourage civic involvement.
10. Social issues such as environment and hunger, for example, must be presented in true realistic fashion.
11. Materials should reflect the importance of education in a democratic society. Students should see numerous examples of men and women who used their learning and intelligence to make important contributions to society.
12. Materials need to incorporate the use of literature as a means of demonstrating the inner life of people in other times and places.

D. Guidelines: Will Ensure the Implementation of the Social Studies Philosophy and Curriculum

1. As institutional leaders, Administrators at all levels will:
   a. acquire a working knowledge of current trends in Social Studies; the Social Studies Instructional Improvement Team will assist administrators and teachers.
   b. create and cultivate environment that supports the Social Studies Curriculum
   c. initiate and promote continual staff development.
   d. monitor time spent on Social Studies units to ensure fair coverage of all Social Studies Curriculum at all levels.

e. be aware that the written Social Studies Curriculum represents 70% of class time and the remaining 30% of Social Studies class time be spent to enrich the curriculum.

2. Integration of the disciplines will be accomplished by:
   a. accommodating learning styles.
   b. using a variety of collaborative learning techniques.
   c. refining metacognition and thinking skills through teacher modeling and critical questioning.
   d. valuing and activating the students' prior knowledge to make instruction meaningful.
3. Students will:
   a. be active, responsible, cooperative, strategic learners using and monitoring their own learning and thinking.
   b. use reading, writing, problem solving and communicating in ways that will facilitate participation in society and fulfillment of life's goals.
4. The learning environment will reflect:
   a. a belief that <u>all</u> children can learn.
   b. a total immersion in Social Studies.
5. Teachers will model and guide students' learning through planned instruction by:
   a. participating in staff development.
   b. using a variety of strategies and resources with students as an expansion of the adopted text.
   c. allowing "wait" time for student responses.
   d. using flexibility in the grouping of students (including whole class instruction, heterogeneous and ability grouping), emphasize cooperation rather than competition among groups.
   e. modeling strategies to emphasize <u>the process rather than the product</u>.
   f. providing positive feedback for all students.
   g. be aware of the needs of various cultural groups that make up the classroom and <u>promote a positive image</u> for each learner in each classroom.
   h. using skillsheets, homework, and other assignments which contribute to measurable and observable growth. i.maintaining communication with parents.
   j. teaching students that <u>knowledge is power</u>.
6. Assessment will:
   a. allow for a variety of evaluation techniques that reflect instruction.
   b. clearly reflect an achievement target.
   c. provide instructor with sufficient sample of student achievement.
   d. control various sources of interferences.
   e. provide a clear sense of purpose.
   f. provide for self evaluation.

7. All School personnel will pursue multicultural education by showing the:
    a. strength and value of cultural diversity.
    b. human rights and cultural diversity of all groups.
    c. alternative life choices for all people.
    d. social justice and equal opportunity for all people.
    e. equity power of distribution among members of ethnic, gender, physical, and age groups.

**Basic Sources for Implementation Section

1. Warren Township Social Studies goals and objectives
2. State of Indiana Social Studies Guidelines
3. History: Social Science Framework, California State Board of Educators
4. National Council for Social Studies Guidelines

III. PROGRAM LEVEL OBJECTIVES

Social Studies Instruction

Metropolitan School District of Warren Township

1990-1991

1. Students will understand basic concepts and terminology of the various disciplines of social studies in order to apply these ideas to events, ideas, and patterns from the past, in the present, and in the future.

2. Students will create connections between ideas in the different learning disciplines so that interrelations can be identified when human endeavors are examined.

3. Students will be trained in critical thinking skills such as analyzing, hypothesizing, problem solving, research, and information gathering so that students will use higher order thinking skills when confronted by problems in life.

4. Students will learn how to gather and process information so that they will be able to incorporate this data effectively and share it with others in oral, written, graphic, or other communication forms.

5. Students will exhibit citizenship and patriotism behaviors that must be actively shown via knowledge, appreciation, and commitment vital to living effectively in our pluralistic national context.

6. Students will be aware of various religions and recognize their impact on cultural and value structures in societies throughout the world.

7. Students will understand and appreciate the role of the family in the development and perpetuation of American Culture in order to increase the personal confidence that allows them to function effectively within our society.

8. Students will understand the principles of capitalism and other economic systems of the world so that the global connections and conflicts among these systems can be pictured in terms of their effect on daily life.

9. Students will develop a broad knowledge of, and respect for, other people's cultures ensuring that tolerance influences each learner's role in human progress and survival.

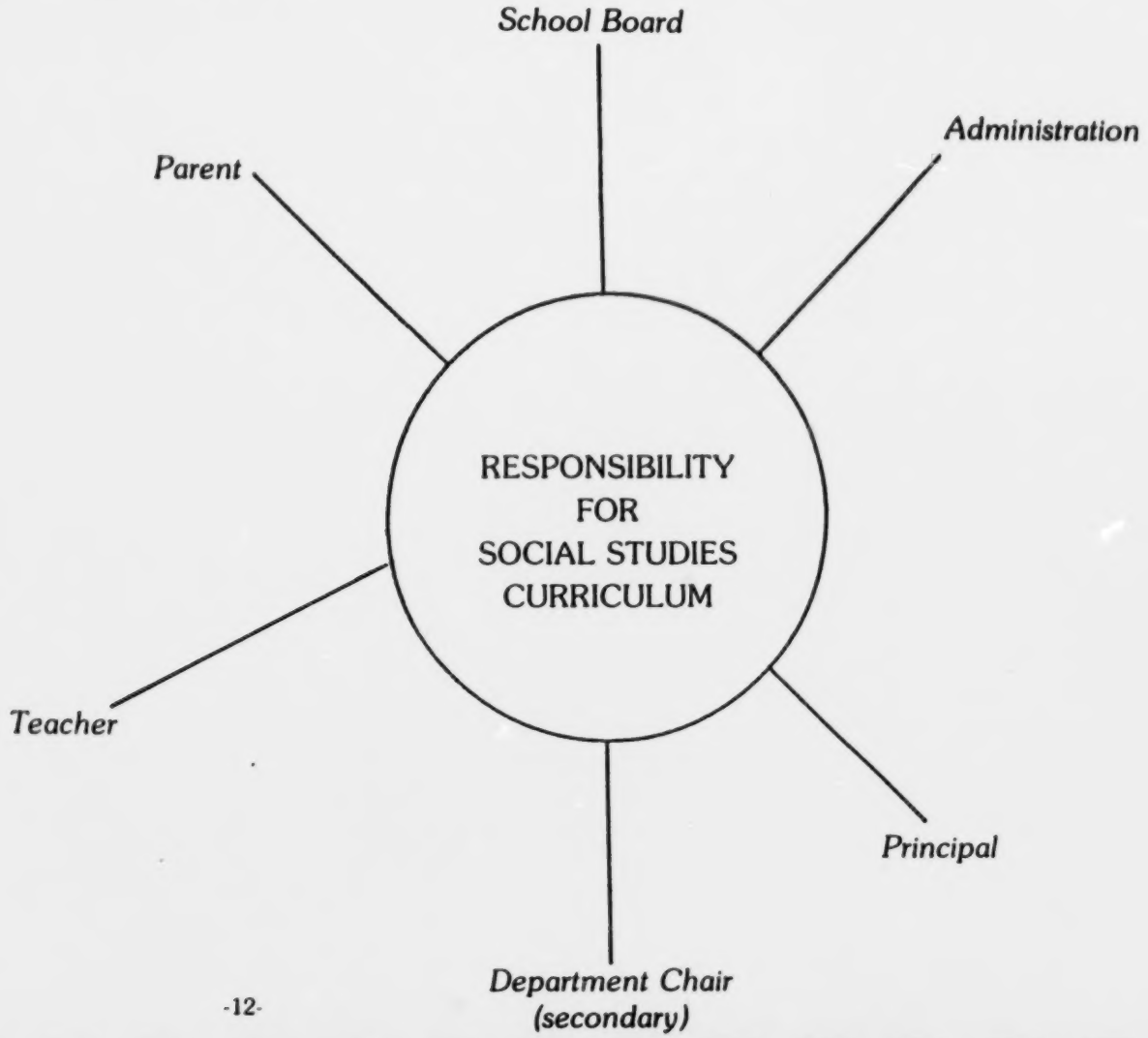
10. Students will develop knowledge about the relationship of humans and physical geography so that the importance of action and personal responsibility for conservation in meeting the needs of humans can be shared by the learner.

11. Students will realize the interdependence of nations and peoples in today's world requires a demonstration of knowledge, appreciation, and commitment that is necessary to live effectively and responsibly in a global context.

12. Students will define and illustrate the concept of change in our world so that complex and changing social, political, technological, and economic developments can be analyzed and summarized on a personal, local, national, or global basis.

IV. Responsibility for Social Studies Curriculum

The Metropolitan School District of Warren Township supports a shared responsibility in the implementation of an integrated Social Studies curriculum.



IV. RESPONSIBILITY FOR SOCIAL STUDIES CURRICULUM

The Metropolitan School District of Warren Township supports a shared responsibility in the implementation of a Social Studies Curriculum. The School Board, Administration, Principals, Department Chairpersons, Teachers, and Parents have specific roles to fulfill in order to insure the successful implementation. With this in mind, we make the following role distinctions:

SCHOOL BOARD

The School Board realizes the importance of an informed, actively involved citizen in a multicultural world setting. The Metropolitan School District of Warren Township deems it the responsibility of the administrators and teachers to develop in the student a high skill in critical thinking and an ability to be a positive, active influence in a multicultural society.

ADMINISTRATION (CURRICULUM AND INSTRUCTION)

The Administrative Staff in Curriculum and Instruction assumes responsibility for the curriculum review process, the production of a K-12 Social Studies Guide, the Total Program Evaluation and the Staff Development Component designed to prepare teachers and administrators for their shared responsibility in the new curriculum. Further, the allocation of resources and the subsequent attainment of textbooks and other instructional materials is the responsibility of the Administrative Staff in Curriculum and Instruction.

PRINCIPAL

The principal is the lead educator in bringing the written curriculum into correspondence with the actual delivered curriculum. He or she monitors the delivery of the written curriculum through review of unit plans, lesson plans, classroom visitations, student achievement and conferences with teachers. The classroom visitation should include a deliberate plan to elicit the specific student outcomes being taught, the methods of strategies planned by the classroom teachers, and a review of the student assessment and feedback plan. For example, in a pre-visitation conference, the principal will discuss with the classroom teacher the specific objectives (student outcomes) as listed in the curriculum guide. Further, the principal assesses building level needs for staff development and instructional support materials and communicates such needs to the Curriculum and Instruction Department.

DEPARTMENT CHAIR

At the secondary level, the department chairperson assists the principal with curriculum review, implementation and monitoring. Specifically, the department chairperson conducts regularly scheduled department meetings for the explicit purpose of reviewing curriculum support materials, and student progress in the outcomes of the written curriculum. The department chairperson is responsible for the development of authentic student performance assessment measures for each subject and the overall department evaluation plan. In addition, student performance data will be recorded in a format that supports the department evaluation plan.

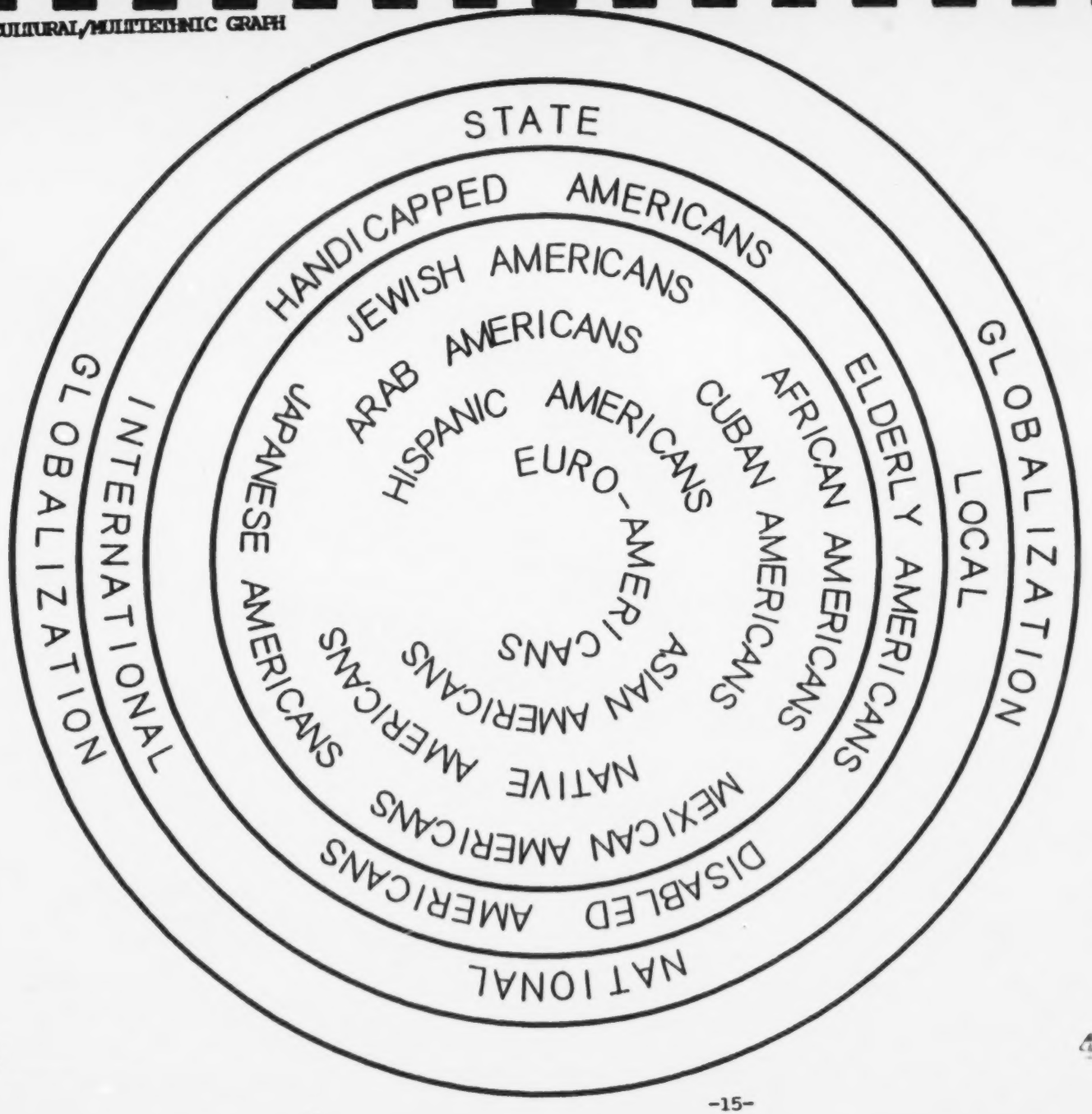
TEACHER

The teacher is a facilitator, a resource and director of learning and instruction. The responsibilities include knowledge of the critical elements of instruction, of learning styles, planning and management techniques, content (including the new seven strands in social studies curriculum), use of material and of child growth development. The teacher moves from a role of delivering information to one of fostering inquiry and development of thinking skills.

PARENT

A parent handbook has been developed as a companion to the Social Studies Curriculum Guide. The handbook is intended to inform parents of the classroom activities their children will be undertaking, as well as, activities for home use that will support the home/school partnership. The parent has the responsibility of reading the handbook and putting suggestions into practice.

V. MULTICULTURAL/MULTIETHNIC GRAPH



VI. GENERAL EXIT OUTCOMES

Social Studies Instruction

Metropolitan School District of Warren Township

1990-1991

1. Explain what we mean when we exhibit patriotism and citizenship.

2. Demonstrate knowledge of how our community/our state/our nation began.

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.

5. Exhibit an understanding of interdependence and demonstrate global awareness.

6. Examine the role of famous men and women in history from various ethnic groups.

7. Explain essential characteristics of local, state, and national government.

8. Understand Social Studies terms/concepts.

9. Develop higher level thinking skills.

10. Apply knowledge to solve problems through use of appropriate research.

11. Appreciate role and interaction of various individual, family, social, political, and economic groups.

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

13. Establish an awareness of current issues and events and their relationship to individuals, states, communities and nations.

14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.

Exit Outcomes (continued)

15. Pursue active civic responsibility.

16. Encourage positive human interaction with environment.

17. Analyze conflict and cooperation.

VII. LIST OF SOCIAL STUDIES SKILLS

MAP SKILLS

1. Locating Places on Maps
2. Using Information from Maps
3. Drawing Conclusions from Maps
4. Making Generalizations from Maps
5. Summarizing Data from Maps
6. Making Inferences from Maps
7. Taking a Culturally Pluralistic Approach to Map Skills

CRITICAL THINKING SKILLS

1. Formulate Hypotheses
2. Evaluating Sources of Information
3. Analyzing Comparisons
4. Predicting Effects
5. Making Decisions
6. Identifying Assumptions
7. Assessing Cause and Effect
8. Recognizing Values
9. Making Generalizations
10. Forming Conclusions
11. Synthesizing Information
12. Drawing Inferences
13. Summarizing Data
14. Taking a Culturally Pluralistic Approach to Critical Thinking

GRAPHIC INTERPRETATION

1. Interpreting Photos and Fine Art
2. Using Charts, Graphs, and Tables
3. Interpreting Political Cartoons
4. Taking a Culturally Pluralistic Approach to Graphic Interpretation

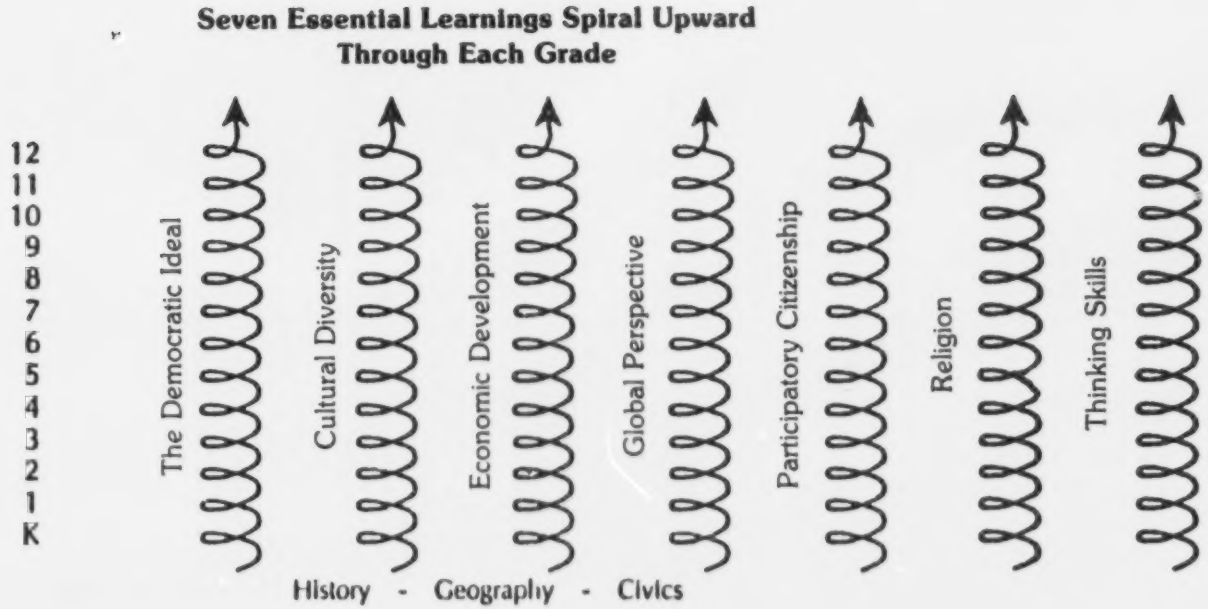
COMMUNICATION AND RESEARCH SKILLS

1. Building Vocabulary
2. Developing Reading Comprehension
3. Organizing and Expressing Ideas in Written Form
4. Locating and Gathering Information
5. Using Reference Books
6. Making Oral Reports
7. Debating Issues
8. Taking a Culturally Pluralistic Approach to Communication and Research Skills

OTHER SOCIAL STUDIES SKILLS

1. Developing a Sense of Chronology
2. Interpreting Primary Sources
3. Detecting Stereotypes
4. Seeing Others' Points of View
5. Distinguishing Fact from Opinion
6. Taking a Culturally Pluralistic Approach to Other Social Studies Skills

VIII. Seven Essential Learnings Graph



VIII.

"Education is what survives when what has been learned has been forgotten."
B.F. Skinner

Education then consists of skills, habits, and insights, not an accumulation of facts. It seems that education can be acquired only from exploration, discovery and social interaction, not from memorization.

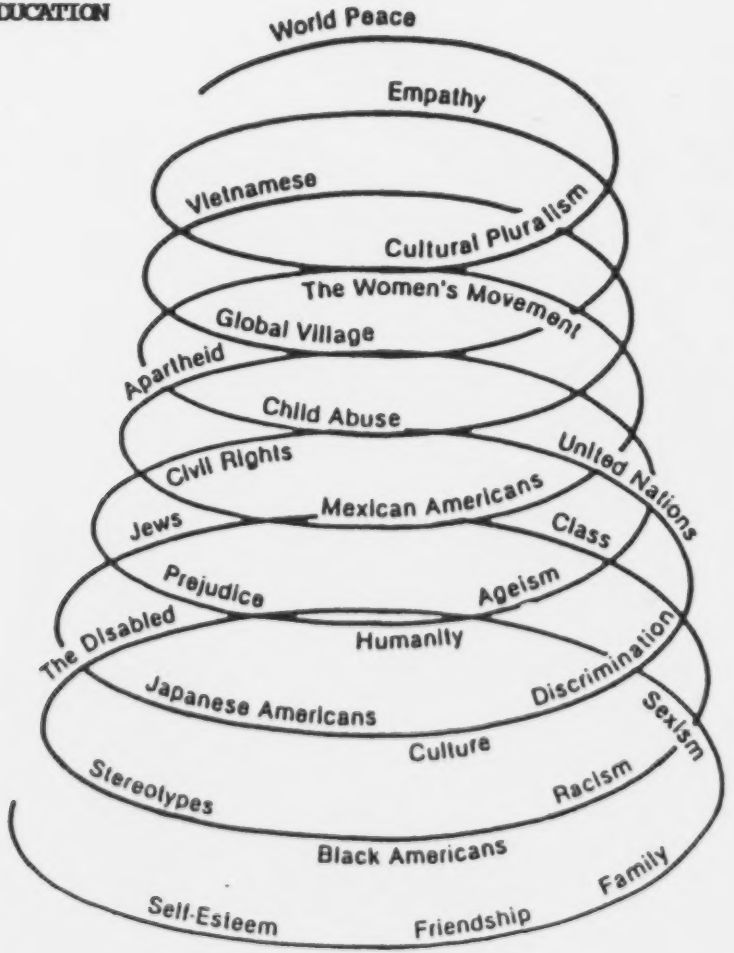
The seven-strand graphic represents the seven themes that are part of the new Warren Township Social Studies Curriculum.

The growth of the student begins in kindergarten and continues on and on — throughout school and throughout life. The social studies curriculum should assume the major responsibility for helping children become adept at making important decisions that affect their relationships with other human beings and the governing of their local communities and the nation.

IX. STRATEGIES FOR CLASSROOM USE

A. MULTICULTURAL/MULTIETHNIC

A SPIRAL CURRICULUM FOR MULTICULTURAL EDUCATION



INDIANA STATE BOARD OF EDUCATION
POLICY STATEMENT ON MULTICULTURAL EDUCATION

It is the policy of the State Board of Education to ensure equality of educational opportunity to every individual in the state, regardless of race, gender, age, religion, language, socio-economic status, ethnic background, physical or mental condition, or marital status.

It is the policy of the State Board of Education that all efforts shall be made to recognize and appreciate that ours is a multicultural society, consisting of diverse groups whose cultures, values, beliefs, and lifestyles are valid and viable elements of our democracy. In this context, the State Board of Education acknowledges the right of all people in Indiana's educational community to learn within the framework of cultural experiences that which will enable them to develop to their fullest potential.

It is the policy of the State Board of Education to initiate and maintain appropriate procedures to encourage and support educational agencies in their efforts to design and implement multicultural educational experiences that will lead to a more humane and democratic nation and world.

It is further the policy of the State Board of Education to encourage local boards of education to review their current policies related to multicultural education and to amend or revise them, as necessary, to ensure that they reflect the realities and diversity of the world today.

Finally, it is the policy of the State Board of Education to support local educational agencies in their efforts to establish and maintain educational programs and practices that are consistent with the State Board of Education's Policy Statement of Multicultural Education.

IX.

A. Multiculture/Multiethnic

"I have been discriminated against far more because I am a female than because I am black."
Shirley Chisholm

"I am a red man. If the Great Spirit had desired me to be a white man he would have made me so in the first place. He put in your heart certain wishes and plans, in my heart he put other and different desires. Each man is good in his right. It is not necessary for eagles to be cows."
Sitting Bull

"To understand is hard. Once one understands, action is easy.
Sun Yat-sen

"It may be true that the law cannot make a man love me, but it can keep him from lynching me and I think that's pretty important."
Martin Luther King, Jr.

"...We could never learn to be brave and patient if there were only joy in the world."
Helen Keller

"The drums of Africa still beat in my heart. They will not let me rest while there is a single Negro boy or girl without a chance to prove his worth."
Mary McLeod Bethune

"A journey of a thousand miles begins with one step."
Lao Tze

"Education enables individuals to come into full possession of all their powers."
John Dewey

"He has a right to criticize who has a heart to help."
Abraham Lincoln

"No man is an island, entire of itself."
Joan Donne

"The world is my country, all mankind are my brethren."
Thomas Paine

"The motto should not be: Forgive one another; rather, understand one another."
Emma Goldman

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"Behavior is a mirror in which everyone shows his image."
Johann van Goethe

Definition of Multicultural Education[1]

Multicultural education is education for a positive and productive response to a culturally pluralistic society; this includes recognizing and respecting cultural differences and similarities in groups or individuals and incorporating such recognition and respect in educational policies, programs, and practices.

Five Basic Tenets of Multicultural Education

I. Gaining positive self-identity and self-acceptance for oneself and one's culture.

II. Accepting and fostering cultural pluralism.

III. Developing greater understanding, respect, and acceptance of cultural differences in individuals and groups.

IV. Developing positive and productive interaction among and with people of diverse cultural groups.

V. Promoting equity among the culturally different groups that compose our community, state, and nation.

Definition of Multicultural Education [2]

Multicultural education is a process through which individuals are exposed to the diversity that exists in the United States and in the world. This diversity includes ethnic and racial minority populations, religious groups, language differences, sex differences, economic conditions, regional limitations, physical and mental disabilities, age groups, and other distinctions. The exposure to diversity should be based on the foundation that every person in our society has the opportunity and option to support and maintain one or more cultures, e.g. value systems, lifestyles, sets of symbols; however, the individual, as a citizen of a given nation, has a responsibility for contributing to and maintaining the culture that is common to all who live in that country.

Because culture helps determine the way we think, feel, and act, it can become an unconscious blinder to other ways of thinking, feeling or acting. Our own culture is automatically treated as innate. It becomes the natural way to function in the world. Other cultures are compared with our cultural standards. It becomes difficult if not impossible to view another culture as separate from our own. This inability to view other cultures as equal alternatives for organizing reality is know as ETHNOCENTRISM. A goal of multicultural education is to awaken students to an understanding and appreciation of other people and other cultures. In order to reach equity education via the multicultural education route, the curriculum addresses not only culture, ethnic groups, the disabled and elderly, it also helps to eliminate racism, stereotypes, prejudice, and to promote civil rights and work toward the highest goal of world peace.

The preceding definitions of multicultural education help to establish the goals of Warren Township's approach to multicultural education.

Multicultural/Multiethnic Education for Warren Township Social Studies Curriculum

Why is the United States a "nation of immigrants"? What does this mean? Are there any nations that are not? What challenge does cultural diversity pose to a society that is trying to express the democratic ideal? Can a society be multicultural and democratic at the same time? Must all peoples in a multicultural society subscribe to a common set of democratic values? How have societies typically responded to increased diversity? What does our past tell us are the conditions that support cooperation and toleration among ethnic groups? What happens when those conditions change? What has been the ethnic composition of North America since the first group of people crossed the land bridge? What composition is forecast for the future? How have majority ethnic groups treated ethnic minorities in each era of U.S. history? Have there been similar movements in other nations? (India, Irag, etc.) What is the extent of racism today? Can racism occur without scapegoating? Prejudice? Stereotyping? Ethnocentrism?

These are but a few of the questions that need to be addressed with our students. These and other questions help to underscore the need for students to explore and discover answers. In addition, principals, parents and teachers must understand and grapple with questions of this sort and generate explanations.

The multicultural/multiethnic social studies program will help answer the questions listed above and help prepare the student for the real world. The goals should include: [3]

1. To help the students of different backgrounds to get along better, appreciate each other and feel good about themselves.
2. To assimilate students of color into the culture mainstream by offering transactional bridges in the existing program.
3. To give courses about the experiences, contributions and concerns of district ethnic, gender and social groups.
4. To prepare students to challenge social structural inequality and promote cultural diversity.
5. The total school program and/or social studies program needs to promote cultural pluralism and social equity by reflecting diversity.
6. To ensure all students have an opportunity to master the essential curricular goals.
7. To monitor student learning frequently and in a variety of ways and make adjustments when necessary.
8. Commitment to multicultural education must be districtwide.
9. Multicultural education needs to be fully integrated into the social studies curriculum, K-12.
10. All students will participate in multicultural education.

MULTIETHNIC ATTITUDE AND SKILL SELF-ASSESSMENT GUIDE [4]

Answer each of the questions below in the space provided. Then write a short statement indicating a goal you would like to achieve in each area. This guide is for your personal use.

1. Can you understand issues from the perspective of members of other ethnic groups?

GOAL:

2. Do you present yourself as you really are when you interact with members of different ethnic groups?

GOAL:

3. Are you willing to explore, question, and clarify your own values in reference to ethnicity?

GOAL:

4. Do you understand and utilize both verbal and nonverbal dynamics of cross-cultural communication?

GOAL:

5. Are you prepared to explore the impact of prejudiced attitudes in your behavior?

GOAL:

DISCUSSION TRIADS

EXPLORING FEELINGS, ATTITUDES AND VALUES

QUESTIONS:

1. What are three negative stereotypes you learned about other racial, ethnic, or religious groups when you were growing up?

2. How were you able to overcome these stereotypes? Was this a difficult process?

3. Are all U.S. citizens equally accepted as Americans? If not, what people are fully accepted? What people are not as well accepted?

4. How can we help students to maintain ties to their ethnic groups and at the same time help them to become fully participating Americans?

WHAT ACTIVITIES IN SOCIAL STUDIES DO YOU USE TO PROMOTE MULTICULTURAL COMPETENCIES?

	Multicultural Competencies
I. Understand Concepts	A. Self B. Life-style C. Culture D. Changes E. Cultural contact as agent in change F. Personal heritage G. Similarities/differences among individuals/groups H. Competence I. Occupational diversity J. Stereotypes/prejudice/discrimination
II. Acquire Values	A. Self-esteem B. Appreciation of self and others C. Respect for values/dignity/worth of self and others D. Respect for similarities/differences E. Acceptance of cultural pluralism F. Acceptance of diversity of lifestyles G. Desire to bring about equity/reduce stereotypes H. Positive attitude toward school and life
III. Develop Skills	A. Analyzing influence of heritage B. Analyzing similarities/differences C. Distinguishing between myths/stereotypes and facts D. Recognizing prejudiced behavior E. Identifying biases in media F. Interpreting personal heritage G. Clarifying personal values H. Using skills of conflict resolution
IV. Demonstrate Behaviors, Personal and Social	A. Working to reduce inequities B. Confronting prejudiced behavior C. Cooperating with diverse others D. Using community persons as resources E. Using persons in school as resources F. Working to resolve conflicts G. Participating/involving others in life of school H. Using interpersonal skills

Share your unique techniques, ideas, and/or activities to promote multicultural competencies with your colleagues. Send your unique suggestions to the Director of Human Services at the Administration Building and he will send copies to other teachers. A one-page multicultural newsletter could be developed in each school and shared with other schools.

BASIC PRINCIPLES FOR MOTIVATING MINORITY STUDENTS

1. Use strategies similar to those used to motivate all students.

2. Use active teaching strategies and activities.

3. Use personalized strategies and activities.

4. Use cooperative strategies and activities.

5. Implement a curriculum that branches and shows relationships.

6. Communicate clear and high expectations: be demanding but warm.

7. Consider the perspectives of different ethnic and cultural groups.

PLANNING A MULTICULTURAL LESSON [5]

As a teacher plans for the teaching of a lesson using the multicultural approach, the following process might be used.

Step 1 Look at the objective. Does it treat persons, ideals, cultures, etc., other than the dominant one?
- A. If the answer is yes, go to step 2.
- B. If the answer is no, a more careful perusal of the objective might uncover secondary concepts that can be taught from a multicultural aspect.

Step 2 Determine what resources are needed. Do they reflect cultural diversity? Is (are) the textbook exercise(s) free from obvious bias? Stereotype?
- A. If the answer is yes, go to step 3.
- B. If the answer is no, the next step would be to find supplemental materials that are objective.

Step 3. Are the illustrations or drawings realistic?
- A. If the answer is yes, go to step 4.
- B. If the answer is no, seek desired materials in other sources such as videos, magazines,etc.

Step 4 Is there language that would be considered offensive by members of the class?
- A. If the answer is no, go to step 5.
- B. If the answer is yes, it is imperative to replace offensive materials with materials that are acceptable.

Step 5. Does the instruction provide for cooperative learning activities instead of activities which encourage competition?
- A. If the answer is yes, go to step 6.
- B. If the answer is no, institute in the instruction process strategies such as cooperative learning, role-playing, investigation, etc.

Step 6. Are you, as the teacher, able to deliver instruction of persons, ideals, cultures, etc., other than your own, in a fair and objective manner.

Step 7. The lesson is now prepared.

SUMMARY CHECKLIST

_____ Objectives are outlined.

_____ Materials are multicultural and void of biases or stereotyping.

_____ Language reflects an unobjectionable cultural perspective.

_____ Pictures/illustrations reflect a diversity of races, ages and cultures.

_____ Text is non-prejudicial.

_____ Study activities provide opportunity for every student to achieve.

OTHER TECHNIQUES TO DEVELOP CULTURAL DIVERSITY IN THE CLASSROOM [6]

1. Use the bulletin board to feature the accomplishments and contributions of diverse people. These people need not be famous. Change the board frequently, and use as many local people as possible.

2. Encourage students to research and prepare oral and/or written reports about the contributions of diverse people.

3. Have the students read a speech, book, etc., written by or about a person from the past and a person from the present who were interested in the same issue (social, political, educational, or economic conditions). Have the conditions improved or do they remain the same? Consider people like Sojourner Truth, Dr. Martin Luther King, Jr., former congresswoman Barbara Jordan, Mexico's President Santa Anna, Supreme Court Justice Thurgood Marshall, Frederick Douglass, former Ottawa tribal chief Pontiac, present Mississippi Choctaw tribal chief Phillip Martin and others.

4. Study the ways in which masks are used. Many cultures use them in a variety of ways. Compare the ways masks are used in America (Halloween, Mardi Gras, etc.) and the ways they are used in other countries (ceremonial, etc.). Let the children make their own masks and use them to act out dramas, poems, etc. Let them pretend they are various animals or famous people.

5. Make games designed to strengthen certain basic skills. Use names, words, phrases, and pictures that reflect cultural diversity.

6. Compare the roles of the priest, padre, rabbi, minister, etc.

7. Discuss the different kinds of dances that originated in different countries and that are popular with different cultural groups: samba, waltz, polka, square dance, stroll, the cabbage patch, etc.

8. Folktales are a part of many cultures. Develop a unit on folktales, using folktales that are representative of many regions and countries. Discuss the origin of the stories, the lessons or morals of the stories, and the value the stories have for us. Compare and contrast the folktales, and encourage children to write their own.

9. Introduce students to foods from different countries. Parents can make suggestions and/or prepare the foods. Explore reasons why certain groups of people eat certain foods. Is there a relationship between the geography of a region and the type of food the people eat? What role does religion play?

10. Discuss the different means of communication - telephones, talking drums, etc.

11. Research proverbs. Many of Benjamin Franklin's famous "sayings" are very similar to African proverbs. Some people wonder whether or not Franklin visited Africa.

12. All of the children can discuss and write about the experiences of their ancestors who made a pilgrimage to America. It doesn't matter when the pilgrimage was made, the countries from which they came, or the circumstances of their pilgrimage. A pilgrim is a person who journeys to a foreign land. Encourage the children to compare and contrast the trips made by various ethnic and racial groups to America.

13. Holidays are celebrated in different ways. Many ethnic and religious groups celebrate different holidays, such as Kwanzaa, Chinese New Year, Hanukkah, Saint Martin's Day (northern Europe), St. Patrick's Day, Christmas, etc. Provide opportunities for children to learn about these other holidays.

14. At Christmas time, decorate Christmas trees with flags, ornaments, and pictures of people from around the world.

Keep in mind that the goal of multicultural education is to help children to learn about and develop an appreciation for the diverse cultures that exist in this country and around the world.

CRAFTS AROUND THE WORLD [7]

Here is an introduction to the history and customs of other cultures.

By participating in crafts activities, the student may learn:

1. About a variety of cultures and the authentic products of the cultures.
2. How different cultures developed utilitarian items prior to industrialization.
3. About superstitions and/or traditional customs observed by other cultures.
4. How symbols are used by other cultures for the purpose of written communication.
5. How other cultures use natural materials to produce items for aesthetic and decorative purposes.
6. About musical diversity among other peoples and how to make musical instruments representative of various cultures.
7. About toys used by children from other cultures.
8. About units of exchange in other cultures.

The effectiveness of this activity lies in the actual production of the crafts that reflect the cultures from which they come. The students can fly the Japanese fish kite, hang the Philippine wind chimes in a breeze, click out a rhythm on the Spanish castanets, write messages in Chinese, wear Tiki masks, and display other works for all to view.

In addition, cultures of ethnic groups in a class could be represented by probing food preferences. Ask children to describe and/or bring recipes of favorite dishes. Ask parents to contribute recipes. Get menus from restaurants that specialize in ethnic dishes. Dishes could be sampled. This could be developed into a smorgasbord.

Games are universally popular. As long as man has existed, there have been games for relaxation, for ceremony, to prepare for war, or to ward off demons. There is a commonalty in games and it is often possible to see variations of the same game in many cultures. For example, "Blindman's Bluff," popular in the United States was played in Rome. In Europe the game is known as "Blind Cow" or "Blind Hen." Research ancient games such as "Bull Jumping" in ancient Minoan civilization. Games will reflect the culture in terms of values (strength vs. skill), natural resources available (game equipment made of stone, metals, leather), social order (who is allowed to play? Is the winner awarded a particular prize), technological advancement (Is any of the equipment used mechanized?) and other features about culture.

Native American Games

Native Americans especially enjoy playing games. They would often gather together for competition between tribes. Foot races and horse races were popular. Some tribes in the northwestern portion of the continent even competed with song contests. Accompaniment was with native instruments: drums, rattles, whistles, flutes and notched sticks rasped together. These instruments are easily made from items found in the home like oatmeal boxes, gourds, etc. Why not let your class plan a song competition with accompaniment?

Indians also like games of chance. One particular favorite is the hand game where a player holds two wooden pieces in his hand. One piece is marked and the other is plain. The opponent tries to guess which hand has the marked piece.

The bowl game played by Native Americans is similar to a dice game in that seeds, marked with different designs representing different amounts, were tossed into a bowl. The amount won depended upon the designs that were showing.

Indian boys enjoyed ring and pole games, such as seeing how many rings one could catch on a stick when they are thrown by another player. It is possible to construct this game very cheaply, using jar rings and any kind of stick or dowel. Also, Indian children liked throwing a pointed stick to see who could throw it the farthest. Sometimes the stick was painted like a snake. Today, boys in the United States compete in the punt, pass, and kick contest...same thing.

Games from the Far East

Kite flying is very popular in China. Let your class make miniature kites of colored paper with straws as a frame. Since the kites in China are usually made in the shapes of fish, dragons, butterflies, birds, and bumblebees — let your students be creative. The finished products can be assembled into a mobile for an attractive room decoration.

A variation of kite-making from tissue paper is to make a Japanese Carp Kite. Draw a large fish on tissue paper and cut out two sheets at the same time. Draw scales, eyes, and decoration on the fish. Glue the fish together at the edges, except for the mouth. Then stuff the scrap tissue paper gently into the fish's mouth. Tape a string to the mouth for displaying or don't stuff the fish and let the students see if they can fill the fish with air by running with it (outside, of course).

As in other countries, Chinese boys and girls like to play games of chase. One game, called Peacock Feather, has everyone but two children in a circle. The remaining two are inside the circle blindfolded and try to catch each other. The students in the outside circle walk around reciting: "Peacock feather on a plum limb, you catch me and I'll catch him." After one child inside the circle is caught, another student is selected to enter the circle and be blindfolded. The game is repeated.

FOLKTALES FROM AROUND THE WORLD

Ananse the Spider: Tales from an Ashanti Village by Peggy Appiah, (Pantheon, 1966)

Anansi the Spider by Gerald McDermott (Holt, Rinehart & Winston, 1972)

The Adventures of Aku retold by Ashley Bryan (Atheneum, 1976)

Arrow to the Sun: A Pueblo Indian Tale by Gerald McDermott (Viking Press, 1974)

Bimwili and the Aimwi, a Tale from Zanzibar by Verna Aardema (Dial Books, 1985)

Beat the Story-Drum, Pum-Pum retold by Ashley Bryan (Atheneum, 1980)

Anansi, the Spider Man: Jamaican Folk Tales told by Philip M. Sherlock (Thomas Y. Crowell, 1954)

Black Fairy Tales by Terry Berger (Atheneum, 1969)

Cowtail Switch and Other West African Stories by Harold Courlander and George Herzog (Holt, 1947). An eight-minute, 16MM film is also available.)

The Boy Who Ate More Than the Giant and Other Swedish Folktales retold by Ulf Lofgren; translated from the Swedish by Sheila LaFarge (William Collins, 1978)

Folk and Fairy Tales from around the World compiled by Ethna Shechan (Dodd, Mead, 1970)

The Magic Boat and Other Chinese Folk Stories by M.A. Jugendorf and Virginia Weng (Vanguard, 1980)

Mufaro's Beautiful Daughter by John Steptoe (Lothrop, Lee & Sheppard, 1987)

I Am Your Misfortune: A Lithuanian Folk Tale retold by Marguerita Rudolph (Curtis, 1968)

The Nine Crying Dolls: A Story from Poland retold by Anne Pellowski (Philomel, 1980)

8,000 Stones: A Chinese Folktale told by Diane Wolkstein (Doubleday, 1972)

Tales from the South Pacific Islands told by Anne Gittans (Stemmer House, 1977)

Three Rolls and One Doughnut: Fables from Russia retold by Mirra Ginsburg (Dial Press, 1979)

The Stonecutter: A Japanese Folktale by Gerald McDermott (Viking Press, 1975)

The Village of Round and Square Houses by Ann Grifalconi (Little, Brown, 1986)

Tiger Watch by Jan Wahl (Harcourt Brace Jovanovich, 1982)

Why the Sun and the Moon Live in the Sky by Elphinstone Dayrell (Houghton Mifflin, 1968)

TITLE: It's a Small World GRADE: Sixth BY: Phil Talbert

MAJOR STATEMENT: Events in one country can very possibly influence events in other countries.

CONCEPTS: Global Dependance, World Understanding, International Communication

ACADEMIC SKILLS: Application, Analysis, Synthesis

OPERATIONAL SKILLS: Map Reading, Listening, Reading, Comparing

OBJECTIVES: Students will be able to locate countries on a world map.

Students will be able to explain cause and effect of global events.

Students will research newspapers and magazines to obtain information.

Students will acquire a better understanding of various cultures and countries and their interrelationships.

CONTENT: World Maps, Newspaper Articles, Reference Books, Magazines, Filmstrip: "America's Global Commitment."

METHODS/ORDER: Students will discuss global effects.

Students will research newspapers and magazines for articles about the subject.

Students will bring articles to class for discussion.

The teacher will demonstrate how to use the world map to locate countries.

A discussion will be conducted concerning the effects of events in one country on another.

APPLICATION/PRACTICE: Students will begin to have an awareness of current news as it relates to the world.

Students can apply current events to the community and school as it relates to the world.

Students can become familiar with other countries and their location on the world map.

Students can develop an appreciation for other countries and cultures.

Students can relate cause and effect of global events by writing about a situation discussed in class and locate the country on the world map.

There are many multicultural/multiethnic sample lesson plans to be found at the C.I.S. The Center has materials from Portland, Oregon School District, I.P.S. and many other related materials.

1 Copyright 1990 by Michael J. Garcia, Ph.D., from forthcoming book entitled Multicultural Education -- A Priority for the 21st Century.

2 Gwendolyn C. Baker, Planning and Organizing for Multicultural Instruction. Addison-Wesly Publishing Co., Reading Mass., 1983, p.9

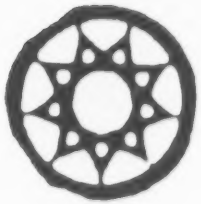
3 Lawrence W. Lezotte, Multicultural Education in Effective Schools

4 Cherry A. McGee Banks, Educational Materials & Services Center

5 Material from Jackson Public School District, Mississippi

6 Ibid.

7 Michael G. Paternak, Helping Kids Learn Multicultural Concepts, Research Press



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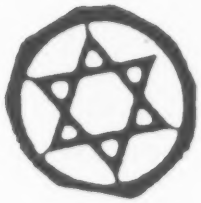
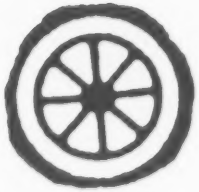


JEWISH

TEACHING RELIGION
IN
WARREN TOWNSHIP SCHOOLS

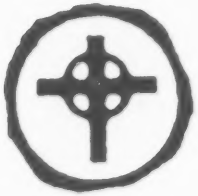


BUDDHIST

ISLAM

SIKH

HINDU



CHRISTIAN

IX.

B. Religion

One of the most significant developments in American education today is the growing recognition that study about religion ought to be included in all areas of the curriculum. The movement to include more about religion in the public school curriculum springs from major changes in America's educational and political climate. The 1963 Supreme Court decision Abington vs Schempp allows the objective teaching of religion in public schools. The new consensus that supports teaching about religion and religious liberty comes at a critical time for public education. Expanding pluralism in the United States confronts all of our schools with many unique challenges. Teaching about religion is not unconstitutional. Teachers must realize that we cannot use teaching about religion as an opportunity to either promote or denigrate a religion.

The following statements distinguish between teaching about religion in public schools and teaching religious indoctrination.

1. The school's approach to religion is academic, not devotional.
2. The school strives for student awareness of religion not for acceptance of any religion.
3. The school sponsors study about religion, not the practice of religion.
4. The school educates about all religions.
5. The school informs students about various beliefs but does not conform to any particular belief.[1]

The Association for Supervision and Curriculum Development has established guidelines for teaching about religion in public schools.[2]

1. Study about religions should strive for awareness and understanding of the diversity of religions, religious experiences, religious expressions, and the reasons for particular expressions of religious beliefs within a society or culture.
2. Study about religions should stress the influence of religions on history, culture, the arts, and contemporary issues.
3. Study about religions should permit and encourage a comprehensive and balanced examination of the entire spectrum of ideas and attitudes pertaining to religion as a component of human culture.
4. Study about religions should investigate a broad range, both geographic and chronological, of religious beliefs, practices, and values.
5. Study about religions should examine the religious dimension of human existence in its broader cultural context, including its relation to economic, political, and social institutions as well as its relation to the arts, language, and literature.
6. Study about religions should deal with the world's religions from the same perspective (i.e. beginnings, historical development, sacred writings, beliefs, practices, values, and impact on history, culture, contemporary issues, and the arts.)

7. Study about religions should be objective.
8. Study about religions should be academic in nature, stressing student awareness and understanding, not acceptance and/or conformity.
9. Study about religions should emphasize the necessity and importance of tolerance, respect, and mutual understanding in a nation and world of diversity.
10. Study about religions should be descriptive, non-confessional, and conducted in an environment free of advocacy.
11. Study about religions should seek to develop and utilize the various skills, attitudes, and abilities that are essential to history and the social sciences (i.e., locating, classifying, interpreting data; keen observation; critical reading, listening, and thinking; questioning; and effective communication.)
12. Study about religions should be academically responsible and pedagogically sound, utilizing accepted methods and materials of the social sciences, history and literature.
13. Study about religions should involve a range of materials that provide a balanced and fair treatment of the subject and distinguish between confessional and historical fact.
14. Study about religions should be conducted by qualified and certified teachers selected for their academic knowledge, their sensitivity and empathy for differing religious points of view, and their understanding of the Supreme Court's decisions pertaining to religious practices and study about religion in the public schools.

From earliest times, humans have held religious beliefs that gave meaning to their lives. Although people around the world hold different religious beliefs, they are all looking for a deeper understanding of life. The search for meaning, for the answers to questions people have asked since the earliest times, will go on. These questions about the origins and purposes of life are a deep-seated part of the human inheritance.

Some questions that could be discussed at various levels are:

1. Has mass communications aided or hurt religious growth in the U.S.A.? Around the world?

2. What trends have developed in religion since World War II?

3. What trends in religion and culture have influenced the Modern World?

4. What impact has space exploration had on religion?

5. What role has religion played in world politics in modern times?

6. How has archaeology thrown more light on the origins of Christianity?

7. What differences developed between the Christian Church in the East and the West?

8. Make a chart comparing the basic teachings and church organization of Judaism, Islam, Buddhism, Hinduism and Christianity.

9. How did the flourish of Islamic civilization help to shape developments in Western Europe?

10. What are some of the ethnical issues that have been raised as a result of new scientific developments? What role does religion play in shaping ethical issues?

A religious revolution developed in Egypt c 1370 B.C. that broke the established religion of Egypt and began the worship of ATON, the sun disc, as the source of all life. The Pharaoh, AHENATON, expressed his own attitude to the sun god. The Hymn to the Aton follows:

Hymn to the Aton[3]

Thou appearest beautifully on the horizon of heaven,
Thou living Aton, the beginning of life!
When thou art risen on the eastern horizon,
Thou hast filled every land with thy beauty.
Thou art gracious, great, glistening, and high over every land;
Thy rays encompass the lands to the limit of all that thou hast made:
As thou art Re, thou reachest to the end of everything;
Thou subduest them for they beloved son (Akhenaton).

Though thou art far away, thy rays are on earth;
Though thou are in their faces, no one knows thy going.
When thou settest in the western horizon,
The land is in darkness, in the manner of death.
They sleep in a room, with their head wrapped up,
Nor sees one eye the other.
All their goods which are under their head might be stolen,
But they would not perceive it.

How does the Hymn to the Aton compare/contrast to the 104th Psalm?

Psalm 104[4]

Every lion is come forth from his den;
All creeping things, they sting.
Darkness is a shroud, and the earth is in stillness.
For he who made them rest in his horizon.

At daybreak, when though arisest on the horizon,
When thou shinest as the Aton by day,
Thou drivest away the darkness and givest thy rays
The Two Lands are in festivity every day,
Awake and standing upon their feet,
For thou hast raised them up.
Washing their bodies, taking their clothing,
Their arms are raised in praise at thy appearance.
All the world, they do their work.

All beasts are content with their pasturage;
Trees and plants are flourishing.
The birds which fly from their nests,
Their wings are stretched out in praise to thy ka.
All beast spring upon their feet.
Whatever flies and alights,
They live when thou hast risen for them.
The ships are sailing north and south as well,
For every way is open at they appearance.
The fish in the river dart before they face;
Thy rays are in the midst of the great green sea.

Creator of seed in women,
Thou who makest fluid into man,
Who maintainest the son in the womb of his mother,
Who soothest him with that which stills his weeping,
Thou nurse even in the womb,
Who givest breathe to sustain all that he has made!
When he descends from the womb to breathe
On the day when he is born,
Thou openest his mouth completely,
Thou suppliest his necessities.
When the chick in the egg speaks within the shell,

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Thou givest him breath within it to maintain him.
When thou hast made him his fulfillment within the egg, to break it,
He comes forth from the egg to speak at his completed time;
He walks upon his legs when he comes forth from it.

How manifold it is, what thou has made!
They are hidden from the face of man.
O sole god, like whom there is no other!
Thou didst create the world according to thy desire.
Whilst thou wert alone:
All men, cattle and wild beasts,
Whatever is on earth, going upon its feet,
And what is on high, flying with its wings.
The countries of Syria and Nubia, the land of Egypt,
Thou settest every man in his place,
Thou suppliest their necessities:
Everyone has his food, and his time of life is reckoned.
Their tongues are separate in speech,
And their natures as well;
Their skins are distinguished,
As thou distinguishest the foreign peoples.

Thou makest a Nile in the underworld,
Thou bringest it forth as thou desirest
To maintain the people of Egypt
According as thou madest them for thyself,
The lord of all of them, wearying himself with them,
The lord of every land, rising from them,
The Aton of the day, great of majesty.

All distant foreign countries, thou makest their life also,
For thou has set a Nile in heaven,
That it may descend for them and make waves upon the mountains,
Like the great green sea,
To water their fields in their towns.
How effective they are, they plans, O lord of eternity!

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How are the following prayers[5] alike? How can you account for this? What role did religion play in everyday life in ancient times? Today?

Penitential Prayer to Every God

May the wrath of the heart of my god be pacified!
May the god who is unknown to me be pacified!
May the goddess who is unknown to me be pacified!
May the known and unknown god be pacified!
May the know and unknown goddess be pacified!
The sin which I have committed I know not.
The misdeed which I have committed I know not.
A gracious name may my god announce!
A gracious name may my goddess announce!
A gracious name may my known and unknown god announce!

A gracious name may may known and unknown goddess announce!
Pure food have I not eaten,
Clear Water have I not drunk.
An offence against my god I have unwittingly committed.
A transgression against my goddess I have unwittingly done.
O Lord, my sins are many, great are my iniquities!
My god, my sins are many, great are my iniquities!
The sin, which I have committed, I know not.
The iniquity, which I have done, I know not.
The offence, which I have committed, I know not.
The transgression I have done, I know not.
The lord, in the anger of his heart, hath looked upon me.
The god, in the wrath of his heart, hath visited me.
The goddess hath become angry with me, and hath grievously stricken me.

The known or unknown god hath straitened me.
The known or unknown goddess hath brought affliction upon me.
I sought for help, but one one taketh my hand.
I wept, but on one came to my side.
I lamented, but no one hearkens to me.
I am afflicted, I am overcome, I cannot look up.
Unto my merciful god I turn, I make supplication.
I kiss the feet of my goddess and (crawl before her)...
How long, my god...
How long, my goddess, until they face be turned toward me?
How long, known and unknown god, until the anger of they heart be pacified?
How long, known and unknown goddess, until thy unfriendly heart be pacified?
Mankind is perverted and has no judgment.
Of all men who are alive, who knows anything?
They do not know whether they do good or evil.
O lord, do not cast aside they servant!
He is cast into the mire; take his hand.
The sin which I have sinned, turn to mercy!
The iniquity which I have committed, let the wind carry away!
My many transgressions tear off like a garment!
My god, my sins are seven times seven; forgive my sins!
My goddess, my sins are seven times seven; forgive my sins!
Known and unknown god, my sins are seven times seven; forgive my sins!
Known or unknown goddess, my sins are seven times seven, forgive my sins!Forgive my sins and I will humble myself before thee.

A Prayer to the Goddess Ishtar

How long, O my lady, shall my enemies
persecute me?
How long shall they devise evil in rebellion
and wickedness,
My persecutor, my pursuer, shall spy after me?
How long, O my lady, shall the crippled and
diseased seek me?
He has prepared me a mourner's garment, but I
come joyfully before thee.

The weak have become strong, but I am weak;
I am troubled like a flood which the evil wind
makes rage;
My heart has taken wing and has flown away like
a bird of the heavens;
I moan like a dove, night and day;
I am made desolate and I weep bitterly;
With grief and woe my soul is distressed.
What have I done, O my god and my goddess?
Is it because I feared not my god or my goddess
that trouble has befallen me?
Sickness, headache, ruin and destruction are
come upon me;
Troubles, averted faces, and fulness of anger
are my lot;
Indignation, wrath, the rage of god and men.
I behold, O my lady, days of affliction, months
of sorrow, years of misfortune;
I behold, O my lady, judgment of disorder and
violence;
Death and misery make an end of me;
Desolate is my sanctuary, desolate is my shrine,
Over my house, my gate and my field affliction
is poured forth.
As for my god, his face is turned elsewhere;
My family is scattered, my walls are broken
through;
But unto my lady do I give heed, my ear is
turned toward her;
My prayer is unto you, dissolve my
punishment;
Dissolve my sin, my fault, my mockery, and
my offence.
Forgive my mockery, accept my supplication,
Free my breast, send me comfort,
Guide my footsteps, that happily and proudly
among the living I may pursue my way.
Speak the word, that at you command the
angry god may be favorable,
And that the goddess who is angry may be
gracious
May my gloomy, smoking brazier shine,
May my quenched torch be relighted,
May my scattered family be collected.

Extract from a Psalm

Prayer was my rule, sacrificing my law,
The day of worship of my god my joy,
The day of devotion to my gods my profit and
gain.
What, however, seems good to one, to a god may
be displeasing;
What is spurned by oneself may find favor with
a god.
Who is there who can grasp the will of the gods
of heaven?
The plan of a god is full of mystery —— who
can understand it?
How can mortals learn the ways of a god?
He who is still alive at evening is dead the
next morning;
In an instant he is cast into grief, of a sudden
he is crushed;
This moment he sings and plays, in a twinkling
he wails like a mourner.
Like day and night, mankind's spirit changes;
If they hunger, they are like corpses.
If they have been satiated, they think themselves
a rival to their god.
If things go well, they prate of mounting to
heaven.
If they are in distress, they speak of descending
into the lower world.

A Mayan from Guatemala recorded the ancient history and legends from his people. The document was written in the 16th Century. [6] How does the prophet believe the Maya religion will be affected by the coming of the Spanish?

> "Then there shall be present the forceful one....Like a jaguar is his head, long is his tooth, withered is his body, (like) a dog is his body. His heart is pierced with sorrow. Sweet is his blood, sweet is his drink. Perchance he does not speak, perchance he will not hear. They say his speech is false and mad. No where do the younger sisters, native to the land, surrender themselves. They shall be taken away from the land here. So it shall always be with the maidens, the daughters whom they shall bear tomorrow and day after tomorrow. Give yourselves up, my younger brother, my older brothers, submit to the unhappy destiny of the katun which is to come. If you do not submit, you shall gnaw the trunks of trees and herbs. If you do not submit, it shall be as when the deer die, so that they go forth from your settlement...
>
> Then the judge...shall come, when he (who bears) the gold staff shall judge, when white wax (candles) shall be exchanged. It is to be white wax, when justice shall descend from Heaven, for Christian men to come up before the eye of justice. Then it shall shake heaven and earth. In sorrow shall end the kaun (a division of time) of the Plumeria flower. On one shall fulfill his promises. The prop-roots of the trees shall be bent over. There shall be an earthquake all over the land....If you surrender yourselves, you shall follow Christ, when he shall come. They shall come to pass the shaking of the Plumeria flower. Then you shall understand. Then it shall thunder from a dry sky. Then shall be spoken that which is written on the wall....I hardly know what wise man among you will understand. He who understands will go into the forest to serve Christianity. Who will understand it?"

A multiculture/multireligious calendar will be available in late fall. This should be useful to all teachers at all levels.

A very fine Christmas time record/CD is available from Revels, Inc., Box 290, Cambridge, MA., 02238. The music represents Christmas time music, not church music, i.e., one piece "Lord of the Dance" set to the music of a Shaker tune called "Simple Gift". The Shakers usually did dances in circles. As a religious group, the Shaker communities were just one more expression of religious faith to be found in early America. An idea that might be pursued across various religious groups was the use of the circle for religious meaning, i.e., the Buddhists use a prayer wheel that must always be turned. An excellent discussion can be developed getting into the meaning of different religious symbols. (Compare and contrast.)

1 Charles C. Hayes, Religion in American History, ASCD, 1990
2 Ibid.
3 Weber, The Western Tradition, D.C. Heath and Co., 1990
4 Ibid., pages 10-11

5 Ibid., pages 30-32
6 Longman, A World History, Howe & Howe, 1988, page 411

IX. Strategies for Classroom Use

C. Active Civic Responsibility

"The punishment of wise men who refuse to take part in the affairs of government is to live under the government of unwise men."
- Plato

"Social responsibility - that is, a personal investment in the well-being of others and of the planet - doesn't just happen."

Sheldon Beiman

"In both learning from and working in their own communities, young people take the first step toward productive, engaged democratic citizenship."

George H. Wood

"The child must experience the school as an extension, not a rejection, of home and community."

Thomas Sobol

"The intention of social studies - by offering pupils applicable knowledge, insights and skills - is to enable them to act."

Hans Hooghoff

"Schools can help all students join in an examination of the public world that is rigorous yet feasible, multi-valued and multi-voiced, yet united through shared commitment to democratic ideals."

Walter C. Parker

"Civic education means helping students develop responsible ways of thinking, believing, and acting.

Ernest L. Boyer

"Teachers who create environments that model social skills will succeed in teaching them."

Sheldon Beiman

PARTICIPATORY CITIZENSHIP

Why are people who live in societies organized under the democratic ideal expected to participate in civic life? What forms of participation are available? What conditions have inhibited participation in the past? What does it mean to be civic minded? Does everyone in a democracy need to participate? How much decision making can be done by representatives without undermining the democratic ideal? What common moral codes must exist to sustain participatory citizenship?

A recent survey indicated that most young people equate being a good citizen with being a good person rather than with being politically and socially engaged. A good citizen is merely expected not to hurt anyone or to break the law.

Community service allows students the opportunity to apply what they have learned to real life, which makes knowledge and skills come alive. Community service helps to build good citizenship through personal responsibilities, serving the community and participating in the political life. In order for students to be able to assume the responsibilities of fully functioning citizens, it is important for social studies educators to encourage and foster political participation among students as part of the curriculum.

There are three basic ways students can be involved in community service.

1) The school service project is a one time activity of several hours duration that introduces students to the idea of community service by having them participate in helping to fulfill a need with the school community. A good example of this is planting trees around the school.
2) Community service project can be a one-time effort designed to fulfill a need in a neighborhood or the whole community. Projects of this type could require several hours to several days to complete. An example of this type of project might include collection campaigns and/or helping elderly.
3) An individual project requires an on-going commitment of several hours per week over an extended period of time and may require some special training to make the project work effectively. Several examples would include tutoring children, volunteering in a nursing home, or assisting the handicapped.

Community service programs can teach many social studies skills. These include higher-order cognitive processes and skills, such as data gathering, critical thinking and decision making. Such programs also teach civic participation processes and skills that include group interaction, leadership, cooperation and political experience.

Service activities build positive bonds between youth and the institutions of our society by:

a. preparing youth for broad-based involvement in community service as adults.
b. building links between schools and the community.
c. promoting civic knowledge.
d. teaching skills needed by employers.
e. strengthening attachments to family and community.
f. providing alternatives to delinquent behavior.

Service helps students academic performance and self-esteem by:

a. promoting personal and intellectual development.
b. providing a close view of social processes and institutions.
c. stimulating interest and reducing negative attitudes.
d. helping young people to see a connection between what they learn in school and real problems faced in the community.
e. influencing personal and social responsibility, civic involvement, commitment and basic democratic values.
f. impacting a sense of personal worth and capability for leadership and problem solving.

The form community service takes matters less than whether children see it as important and choose it for themselves. It does not matter whether students are helping one another or participating in local community projects, they need instruction and coaching from adults. Young people need to learn how best to help others, how to be patient, and how to tolerate the slow pace of change.

Our Western tradition must be maintained. The immediate roots of this country's values and institutions lie in the Mediterranean basin and Europe. Our tradition has been altered and enriched by the participation of the sons and daughters of Africa, Asia, Americas and of the Native Americans. We would shortchange our children if we failed to inform and instruct them in the values of our democratic society - respect for the individual, the rule of law, the tolerance of difference, free elections, free speech and freedom of religion.

A multicultural curriculum is appropriate for all children. All children in our society should learn about the society as a whole in its diversity, as well as, its unity. Greater knowledge of one another and our differences will not alone guarantee a kinder, more tolerant society, but it certainly will be a tremendous aid in the right direction.

Whatever we do must be characterized by a high level of scholarship and historical accuracy. We do not need to rewrite history; we need to teach it better.

The essential elements of an effective youth community service project must include:

a. Service performed must be valuable and worthwhile for the community and the students.
b. Service must provide opportunities for the young to be depended upon.
c. Service must include tasks that challenge and strengthen students' critical thinking.
d. Service must provide students with decision-making opportunities.
e. Students and adults working together make an effective community service project.
f. Good community service must provide systematic reflection on the experience.

Following is a list of possible service projects - these represent only a few. Service projects can and must be done at all levels of the school system.

1. Design a "What community means to me" mural.
2. Draw/study community maps; learn local history. On community observation walks, discover ways to serve the neighborhood.
3. Build a youth community leader with an outline of a body and markers! Give parts such as "eyes to see the community."

4. Plan a community revitalization project; clear snow, rake trails, sweep leaves, pick up trash, etc.
5. Go global! Where are the rain forests? What else is happening in our world that affects our lives?
6. View films and read "Books with Heart," discuss community service, leadership, and individuals who make a difference.
7. Interview speakers from government offices or human services agencies for students about community needs and volunteerism. Visit human service agencies to see volunteers in action!
8. "Adopt" grandparents at a convalescent home or senior center. Lunch with the elderly, display art work, become pen-pals!
9. Invite community members to performances; include caring songs in music units.
10. Review current events in the newspaper. Pass on student essays, letters and recommendation to school and community leaders.
11. Discuss the biological importance of trees; plant and care for trees on campus.
12. Recycle cans, bottles, paper, styrofoam - find out where the items go. Take collection sacks on field trips; report trash statistics to the mayor.
13. Make a class waste reduction plan - use the backs of paper, tightly shut off faucets, turn out lights.
14. Hold a toy and book drive for a children's agency.
15. Schedule a canned food drive during a non-holiday month, like February or October.
16. Collect hygiene items for the homeless including toothpaste, toilet paper, and soap. Check with a local shelter for tips.
17. Prepare a meal to deliver to a homeless shelter with lessons on home economics, quantities and nutrition.
18. Sand and paint school benches and playground equipment.
19. Volunteer in a day care center.
20. Include "helping" words in vocabulary units.
21. Design peer tutoring opportunities within the classroom and school - turn everyone into a tutor.
22. Create "Smog-Busting" or "Graffiti-Busting" posters with how-to tips.
23. Donate crop from a school garden to a homeless shelter. Make compost with natural waste - great for science.
24. Sew fabric "Save the Earth" lunch and grocery bags.
25. Sponsor school staff and teacher appreciation activities.
26. Conduct a school needs assessment survey. Volunteer in the school library and office.
27. Involve elderly friends in your studies of historical events, groups, and individuals who made a difference.
28. Sell environmental products for a fundraiser.
29. Assist shut-ins with household needs and pet care.
30. Celebrate volunteers of all ages with a Citizen Appreciation Day.
31. Lead exercise classes for physically challenged or elderly populations.
32. Be a buddy for a special needs student at school.
33. Design holiday cards for hospital patients.
34. Be historians. Document service activities for your school archives.
35. Develop a school creed or service slogans.
36. Provide students and families with lists of age-appropriate volunteer opportunities.
37. Collect surplus fruit from neighborhood trees for a local shelter.
38. Keep an adopted wall free of graffiti.
39. Make a weekly "Extra Sack Lunch Day" for a homeless shelter.

40. Paint handicapped parking spaces in the school lot.
41. Recycle paper and other items for junk art. Display art in public places - senior centers, banks, libraries, etc.
42. Sponsor inter-age, inter-mural sports activities to encourage learning from students in different grades.
43. Become pen pals with a volunteer classroom in another city or state. Exchange ideas.
44. As a class, brainstorm ways community service can fit in all aspects of school life. Let the students lead the way!

SOURCES

ACTIVE CIVIC PARTICIPATION

"Community Service and Civic Education," by Kathleen Keiby ERIC

"Educating for Social Responsibility," by Sheldon Beiman

"Teaching for Democracy," George H. Wood, Education Leadership, Nov. 1990

"Understanding Diversity", Thomas Sobol, Educational Leadership, Nov. 1990
"Toward a Curriculum for Social and Political Education in the Netherlands," Hans Hooghoff, Educational Leadership, Nov. 1990

"Assessing Citizenship," Walter C. Parker, Educational Leadership, Nov. 1990

"Civic Education for Responsible Citizens," Ernest L. Boger, Educational Leadership, Nov. 1990

DEVELOPMENT OF BASIC ECONOMIC CONCEPTS IN THE K-12 CURRICULUM

CONCEPTS	GRADE LEVEL					
	K-1	2-3	4-5	6-7	8-10	11-12
1. Scarcity	N	R/N	R/N	R/N	R/N	R
2. Opportunity Cost and Trade-offs		N	R/N	R/N	R	R
3. Productivity		N	R/N	R/N	R/N	R/N
4. Economic Systems			N	R/N	R/N	R/N
5. Economic Institutions and Incentives			N	R/N	R/N	R/N
6. Exchange, Money and Interdependence	N	R/N	R/N	R/N	R/N	R
7. Markets and Prices	N	R/N	R/N	R/N	R/N	R
8. Supply and Demand			N	R/N	R/N	R/N
9. Competition and Market Structure		N	R/N	R/N	R/N	R/N
10. Income Distribution				N	R/N	R
11. Market Failures					N	R/N
12. The Role of Government		N	R/N	R/N	R/N	R/N
13. Gross National Product				N	R/N	R/N
14. Aggregate Supply						N
15. Aggregate Demand						N
16. Unemployment			N	R/N	R/N	R/N
17. Inflation and Deflation					N	R/N
18. Monetary Policy					N	R/N
19. Fiscal Policy					N	R/N
20. Absolute and Comparative Advantage and Barriers to Trade			N	R/N	R/N	R
21. Exchange Rates and the Balance of Payments				N	R/N	R/N
22. International Aspects of Growth and Stability					N	R

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Economics

How have societies organized themselves economically? What conditions have caused changes in the ways societies are organized? Has history taught us that there must be poor people in order for there to be rich people? Is the standard of living in the United States increasing or decreasing? How about Japan, Mexico, Kenya, Europe, East Europe? What are your criteria? In what ways have nations become interdependent and who benefits by it? How did the Third World become underdeveloped? Is there a way out? Do multinational corporations comprise a sort of world government? A world economic system? How has capitalism changed in the United States? How are capitalism, socialism and communism similar and different? Does capitalism require democracy? Does democracy require capitalism? Did the Industrial Revolution change the way of life in North America for better or worse? How about Japan? Is the revolution over? What about the economic changes in Eastern Europe? U.S.S.R.? Will the 1992 economic changes in Europe, in the long run, have an impact on the United States? Japan? Rest of the world?

An education in economics contributes substantially to the acquisition of skills, knowledge and attitudes that prepare students for life.

Economic education helps students become skilled at making the tough economic choices they will face as adults. Students will look at personal experiences, community issues and global events with new insight. As users of economic knowledge, students will be more:

a. effective problem solvers.
b. informed citizens.
c. responsible workers.
d. knowledgeable consumers

Prior to arrival in junior high/middle school, students should have acquired some understanding of key concepts such as wants, resources, specialization, consumption and production, scarcity and trade-offs. They should have gained an understanding of various roles, those of family member, consumer, wage earner, borrower, saver, investor and voter.

Since teenagers are major consumers of our nation's goods and services, schools should provide opportunities for learning how to make informed decisions in the market place.

Because many adolescents hold part-time jobs and are interested in career opportunities, it is important that they understand how technology and resources on the local, state, national and international levels affect them.

The following suggestions are intended to help the teachers present several key economic terms to their students.

Kindergarten - First Grade

SCARCITY

Content Statement: **Scarcity is the condition of not being able to have all of the goods and services that you want.**

Stated in Student Language: You can't have everything you want.

Evidence of Student Learning: Students will state orally all of the toys they want, which of those toys they have, and explain why they can't have all the toys they want.

Content Statement: **Economic wants are desires that can be satisfied by consuming a good or service.**

Stated in Student Language: Wants are things you would like to have.

Evidence of Student Learning: From a collection of different types of small individual candies, students will select one and describe how they feel when they receive that candy.

Content Statement: **Goods are objects that can satisfy people's wants.**

Stated in Student Language: A good is something people want that you can hold or touch.

Evidence of Student Learning: Students will describe five objects that they would like to buy at a local store and explain why they want these objects.

Content Statement: **Services are activities that can satisfy people's wants.**

Stated in Student Language: A service is something that one person does for someone else.

Evidence of Student Learning: Students will state five services that their teacher provides for them, and name other ways that these services might be provided if the teacher did not perform them.

EXCHANGE, MONEY AND INTERDEPENDENCE

Content Statement: Trading goods and services with people for other goods and services or for money is called exchange.

Stated in Student Language: People trade goods and services.

Evidence of Student Learning: Students will name five different items produced by a farmer, baker, and one other person chosen by the class; name five different items each one of those persons might want, such as a house, car, soft drink, candy bar, etc., and explain how each person can get what he or she wants through exchange.

Content Statement: Money is a good that can be used to buy all other goods and services.

Stated in Student Language: Money is used to buy things.

Evidence of Student Learning: Given a list of five goods and services they desire and asked to describe ways for obtaining these goods and services, students will cite the use of money as one means of obtaining each of the items listed.

MARKETS AND PRICES

Content Statement: A price is the amount of money that people pay when they buy a good or service.

Stated in Student Language: Prices tell you how much money it costs to buy a good or service.

Evidence of Student Learning: Students will define "price" and will name five items, giving the price of each item that they would buy.

Second-Third Grades

SCARCITY

Same as content statement for preceding grade level, and also:

Content Statement: Scarcity requires people to make choices about using goods and services to satisfy wants.

Stated in Student Language: Since you can't have everything you want, you have to decide what things you want most and what things you will give up.

Evidence of Student Learning: Given a list of 20 goods and services, and only ten slips of paper representing paper dollars, students will select the goods and services they want most, explain their choices to a partner, and cite scarcity as the reason why they had to make choices.

Content Statement: People whose wants are satisfied by using goods and services are called consumers.

Stated in Student Language: When you use a good or service, you are a consumer.

Evidence of Student Learning: Given pictorial examples of people using goods and services, students, working in pairs, will explain why the people depicted are called consumers and identify the goods and services being consumed.

Content Statement: People who make goods and provide services are called producers.

Stated in Student Language: When you make a good or provide a service, you are a producer.

Evidence of Student Learning: Students will identify five different types of producers of goods and five different types of producers of services.

Content Statement: Productive resources are all natural resource, human resources and human-made resources (capital) used in the production of goods and services.

Stated in Student Language: Natural resources, labor and capital are used to make goods and services.

Evidence of Student Learning: Students will list all the resources that would be needed to build their school and categorize them as natural, human and human-made (capital) resources.

Content Statement: Natural resources (also collectively referred to as "land") are "gifts of nature;" they are present without human intervention.

Stated in Student Language: Nature provides many things used to produce goods and services.

Evidence of Student Learning: Students will list five different natural resources and identify at least five different uses for trees and for water in producing goods and services for people.

Content Statement: Human resources (also called labor) represent the quantity and quality of human effort directed toward producing goods and services.

Stated in Student Language: People work in jobs to produce goods and services.

Evidence of Student Learning: Given pictures of people in several different occupations, students will name the types of skills these people need in order to do their jobs.

Content Statement: Capital resources are goods made by people and used to produce other goods and services.

Stated in Student Language: Some goods are used to make other goods or to provide services.

Evidence of Student Learning: From a group of classroom items such as desk, chair, flag, clothes hanger, etc., students will name all the products that had to be made (such as hammers, axes, nails, glues) in order to make these classroom items.

EXCHANGE, MONEY AND INTERDEPENDENCE

Same as content statements for preceding grade level, and also:

Content Statement: People exchange goods and services voluntarily because they expect to be better off after the exchange.

Stated in Student Language: When two people trade because they want to, they both expect to gain.

Evidence of Student Learning: Students will select examples of voluntary exchange from the following list: 1) Richard mows Mr. Smith's grass for $5.00 a week; 2) John offers to fix Bill's stereo if Bill will fix John's card; 3) John cleans up Joe's sporting goods store in return for lessons from the tennis professional; 4) Sally broke Jerry's toy truck and gave him her brownies for three days so he wouldn't tell her mother that she broke his truck.

Content Statement: The simplest and most primitive form of exchange is barter - the direct trading of goods and services between people.

Stated in Student Language: Barter is trading goods and services without using money.

Evidence of Student Learning: Students will state the difficulties involved in bartering after engaging in the following activity: Explain to students that each will be given something he or she can trade. Distribute a number of different items in varying quantities to members of the class (e.g., five M&Ms, two pencils, four cookies, one apple, etc.) Ask students to identify which of the items distributed they would like to have most and then attempt to trade with the person who has the item.

Fourth - Fifth Grades
SCARCITY

Content Statement: **Scarcity results from the imbalance between relatively unlimited wants and limited resources.**

Stated in Student Language: The reason that goods and services are scarce is that there are not enough productive resources to satisfy all of our wants.

Evidence of Student Learning: Students will explain why they cannot have all the games, clothes and sporting equipment that they want, stated in terms of scarcity of the specific productive resources necessary to produce those items

Content Statement: **Like individuals, governments and societies experience scarcity because their productive resources are limited and their wants are virtually unlimited.**

Stated in Student Language: Governments cannot provide all of the goods and services people want because people want more than can be produced with the productive resources we have.

Evidence of Student Learning: Students will list all the services they think the government should provide ideally for the people in their community and explain why all of these services cannot be provided.

Content Statement: **Entrepreneurship refers to the human resources that assume the risk of organizing other resources to produce goods and services.**

Stated in Student Language: Entrepreneurs use resources to make goods and services they hope people will buy, and take the risk that people won't buy their products or won't pay enough for them to cover the entrepreneurs' costs.

Evidence of Student Learning: After a classroom visit by a local entrepreneur, students will write a short essay on the risk entrepreneurs take and the motivation they have in undertaking these risks.

Content Statement: **Because federal, state and local governments have limited budgets, they must compare their revenues to the cost of public projects their citizens desire.**

Stated in Student Language: Governments have limited budgets and cannot provide all the services that their citizens want.

Evidence of Student Learning: Given the following problem, students will decide which project the city should undertake and state the reasons for that choice.
A city needs new street lights in one neighborhood, but it also needs two day-care centers in opposite sections of town. Each project will cost $30,000.00, but the city has only enough money to pay for one of the projects. Fifty houses will benefit from the street lights. One hundred families will use the day-care centers. Which project should the city choose?

ECONOMIC SYSTEMS

Content Statement: The United States economy is organized around a system of private markets in which prices for goods and services are determined.

Stated in Student Language: In the United States, prices for most goods and services are established by buyers and sellers making exchanges in private markets.

Evidence of Student Learning: Given a situation in which a seller of candy bars wants to sell them to a buyer, students will explain that the price reached will be satisfactory to both the seller and the buyer and that the transaction represents a market. Students will also give other examples of markets.

Content Statement: Households are individuals or family units which, as consumers, buy goods and services from firms and, as resource owners, sell productive resources to firms.

Stated in Student Language: Households buy goods and services to consume and they also sell their productive resources to business firms or directly produce goods and services themselves.

Evidence of Student Learning: Students will name at least five goods or services that parents, other family members or neighbors help to produce or provide, and also will list several local businesses where the adults they have discussed frequently buy goods or services.

Content Statement: Profit is the difference between revenues and the costs entailed in producing or selling a good or service; it is a return for risk taking.

Stated in Student Language: Profit, the difference between revenues and the costs of producing or selling a good or service, is the incentive that persuades entrepreneurs and business firms to take the risks of producing goods and services to sell.

Evidence of Student Learning: After a classroom visit by a local entrepreneur, students will write a paragraph describing how profit is calculated and a paragraph describing risks common to most small business enterprises.

Content Statement: The hope of earning profit motivates business firms to incur the risks involved in producing goods and services for the market.

State in Student Language: Successful business firms earn profits, while unsuccessful firms suffer losses.

Evidence of Student Learning: Students will correctly calculate profit or loss for each of the following: 1) As the owner of a bicycle repair shop that made $80,000 in revenue last year, you had to pay $62,000 for spare parts, rent for your store, electricity, wages and business taxes. How much was your profit or loss? 2) You own a doughnut shop. Last year the expenses of running your shop, including the wages you paid, the rent for your shop, your business taxes, the cost of the flour, eggs and sugar to make your doughnuts and the cost of keeping your equipment in good order totaled $170,000.00 Your revenue from selling doughnuts was $152,000.00. How much was your profit or loss?

Content Statement: To earn income, households own and sell productive resources in a market economy and also lend money to people or firms.

Stated in Student Language: Households earn income by selling or renting productive resources to business firms. The major productive resource that households sell to business firms is labor, but households may also sell or rent natural resources, capital resources or entrepreneurial resources. They may also lend money to business firms.

Evidence of Student Learning: Students will cite specific examples of how a household could earn income by selling labor, by selling or renting a natural resource (such as farmland), by selling or renting capital equipment (such as a snow plow), by running a business (single proprietor shop), or by putting money in a bank, stocks or bonds and receiving a return.

EXCHANGE, MONEY AND INTERDEPENDENCE

Content Statement: Money is generally accepted medium of exchange.

Stated in Student Language: Money is anything that most people will accept as payment for goods and services.

Evidence of Student Learning: Students will define the basis for money as anything that is acceptable by everyone and cite several examples from history such as cloth, corn, seashells, porpoise teeth, etc.

Content Statement: Money eliminates the need for the "double coincidence of wants."

Stated in Student Language: When people barter, a "double coincidence of wants" must occur — that is, a person who wants to trade a good or service must find a trading partner who wants that good or service and also has something to trade that the first person desire. Money eliminates the need for double coincidence of wants because it can be used to buy all goods and services.

Evidence of Student Learning: Students will explain why using money would work better than barter in the following scenario: Mrs. Mulligan has more tomatoes in her garden than she can use, but the rabbits ate all her green beans this year and her family likes green beans. Mr. Swanson has extra green beans, but also all the tomatoes he wants. He does, however, want a bird feeder for his front lawn. Mrs. Greenberg has a nice bird feeder that she doesn't want any longer because she is moving to an apartment. She would really like a antique vase to decorate her new apartment. Mrs. Signorelli has just inherited an antique vase, but her furniture is all modern. She has a family reunion planned this weekend and would like to service fresh, home-grown tomatoes, but she doesn't have a garden herself. Which would be a more efficient system of meeting the wants of all these people, bartering or using money? Why?

Content Statement: **Exchanges made through barter face problems of divisibility, portability and storage that are greatly reduced by the use of money.**

Stated in Student Language: Money is easy to use because it is easy to divide, carry and store.

Evidence of Student Learning: After discussion of the use of money instead of barter, students will state at least three reasons why use of money is preferable.

Content Statement: **Money has generally replaced barter as a more efficient system for exchange.**

Stated in Student Language: Money encourages more trading and larger markets than barter.

Evidence of Student Learning: Students will explain why the use of money is more efficient than barter.

Content Statement: **As a unit of account, money can be used to express the market value of different goods and services.**

Stated in Student Language: Money makes it easier to compare the value of different kings of goods and services.

Evidence of Student Learning: Students will explain that money has value because everyone accepts it as the unit of account and will give examples of how three specific products are valued by buyers and sellers based upon their relative prices.

Content Statement: As a store of value, money retains its buying power and its "liquidity" - i.e., it can be used as final payment for goods and services.

Stated in Student Language: Money allows people to save purchasing power for a later time; it can easily be traded for goods and services at any time.

Evidence of Student Learning: Students will demonstrate their understanding of money as a "store of value" in responding to the following: A tomato farmer wants to save money for his five-year-old daughter's college education. Why is he better of selling his tomatoes for money and saving the money than he would be if he saved tomatoes to exchange for his daughter's tuition when she is eighteen?

The following are several sample lessons that will aid in presenting economic materials to students.

Discussion Questions:
1) What does the pig represent?
2) What does inflation mean?
3) What group of people does the man represent?
4) What does the eaten away portion of the paycheck represent?
5) What does the remaining portion of the paycheck represent?
6) What is the essential message of the cartoon?
7) Which groups of people are hurt the most by inflation?
8) Do any groups benefit from inflation? Who benefits?

Planning and Budgeting

Ideas for Teaching/Learning Activities:

To help students understand how federal and state laws govern credit transactions, have them:

Obtain and fill out sample application forms for credit. Follow up with a discussion of 1) questions on the form, 2) establishing a sound credit rating, 3) the value of a sound credit rating.

Obtain and study several sample credit contracts and monthly statements. Follow up with a discussion on 1) words and terms used on the contracts and statements, 2) legal rights and obligations of creditors and debtors, 3) consequences of failing to meet obligations, 4) disclosure requirements of the Truth in Lending Act.

Use examples to show the difference between the cash and credit price of a $250 TV in two or three stores; the difference in finance charges for a 12-month contract, an 18-month contract, and a 24-month contract. Discuss other factors that influence consumer choice -- reputation of the store, provision for service, guarantees that may be more important than finance charges in the long run.

Discuss local, state and federal government laws and regulations that protect consumers in their use of credit -- what are the provisions of the laws; how do they protect consumers; how are they enforced; how do you report violations?

Credit

Ideas for Teaching/Learning Activities:

To help students understand that a budget should incorporate the uniqueness of individual and family needs and wants, have them:

Determine the role played by each family member in food management.
Survey: "Who makes the food management decisions in your family?"

a. Mom alone.
b. Mom with suggestions from other family members.
c. Dad alone.
d. Mom and Dad alone.
e. Dad with suggestions from other family members.
f. Children
g. All members equally.
h. Other

Compare your family to other families.

Plan a day's menu, after which the class will discuss what must be taken into consideration when planning meals. (Likes, dislikes, age, health, budget constraints, work activities, where we live, season, etc.)

Kool-Aid Collage

Recommended Level: 2

Generalization 3: Because wants are unlimited and resources are limited and versatile, choices must be made as to what goods and services are to be produced.

Subtopic 1: Goods and services that we consume must be produced with resources.

Rationale for Activity: This activity focuses on the idea that many resources are used in the production of even the simplest good or service.

Objective: Students will be able to depict on a collage the resources used in the production of Kool-Aid.

Materials: 1) A package of Kool-Aid, sugar, water, a long handled spoon, a two-quart pitcher, and paper cups for the class.

2) Provide for each student: crayons, a work sheet, a piece of poster paper or oak-tag, paste and scissors.

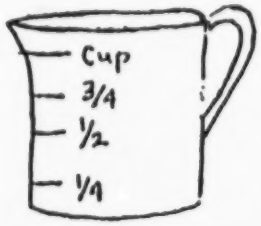
Procedure:

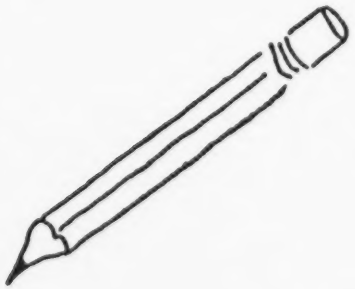
1) Seat the students so that each as a view of the teacher's work-space. The teacher should explain that Kool-Aid will be made for the class and that they should watch very closely to see what resources are used in making Kool-Aid.

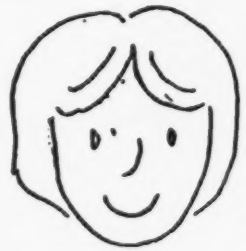
2) The teachers should define the word resources and name each resource used as the Kool-Aid is being produced. After the Kool-Aid has been mixed, have the students review the ingredients (resources) used. Be sure that they include the container, tools, and the teacher's labor.

3) Provide each student with a student worksheet, a piece of poster paper, paste and scissors. have students choose all the illustrations that show things used in the making of Kool-Aid; color them and paste them with the picture of Kool-Aid on their poster paper. When each student has finished the collage and cleaned up the work area, provide the student with a cup of Kool-Aid.

Collage







TEACHER

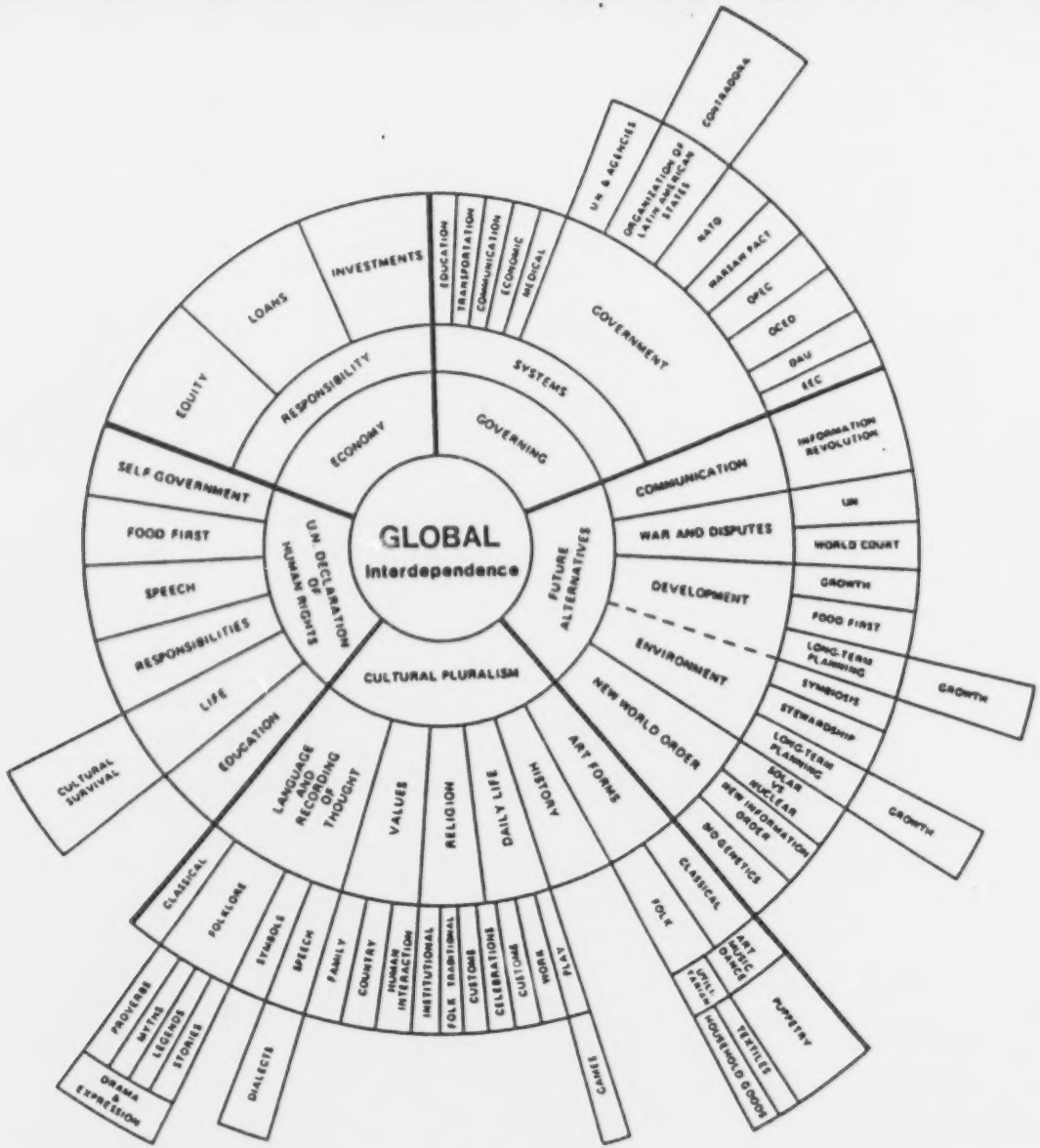
Sources:

Ron Schatz, Warren Central High School Economics Teacher, is an excellent resource person for economics. Ron will be very happy to help you with any economic presentations. You may contact Ron at Warren Central High School.

Indiana Council for Economic Education has excellent materials - some for loan and some are free.

IX.

E. Globalization



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Globalization

Viewed from outer space, most of the earth's surface is composed of water. The people who live on land must band together to share the resources and survive. There are no lines that mark national or other political boundaries. The weather will change without regard for religion, language or race. For most people, their country is the center of their universe! But as the world rapidly changes and becomes smaller, students need to be prepared to grow up in a global village, recognizing the presence and interdependence of others.

In the United States we say:
"Actions speak louder than words."
In China:
"Talk does not cook rice."
In Ecuador:
"It is one thing to cackle and another to lay an egg."
In Germany:
"Fancy words don't butter cabbage."

We are committed to these democratic values:
1) Acceptance and appreciation of cultural diversity.
2) Respect for human dignity and universal human rights.
3) Responsibility to the world community.
4) Reverence for the earth.

These values are best expressed by the Native American philosophy found in the Human Manifesto, which is printed below.
Human life on our planet is in jeopardy.
It is in jeopardy from war that could pulverize the human habitat. It is in jeopardy from preparations for war that destroy or diminish the prospects of decent existence.
It is in jeopardy because of the denial of human rights.
It is in jeopardy because the air is being fouled and the waters and soil are being poisoned.
If these dangers are to be removed and if human development is to be assured, we the people of this planet must accept obligations to each other and to the generations of human beings to come.
We have the obligation to free our world of war by creating an enduring basis for worldwide peace.
We have the obligation to safeguard the delicate balance of the natural environment and to develop the world's resources for the human good.
We have the obligation to make human rights the primary concern of society.
We have the obligation to create a world order in which man neither has to kill or be killed.
In order to carry out these obligations, we the people of this world assert our primary allegiance to each other in the family of man. We declare our individual citizenship in the world community and our support for a United Nations capable of governing our planet in the common human interest.
Life in the universe is unimaginably rare. It must be protected, respected, cherished.
We pledge our energies and resources of spirit to the preservation of the human habitat and to the infinite possibilities of human betterment in our time.

One unique way to approach the "Global Classroom" is through the use of technology. Open your classroom to the world. Imagine students talking with students in the Soviet Union, the Netherlands, Canada, England, Japan or in other parts of the United States.

There are a number of companies that have programs available that will connect classrooms around the world. Listed below are some examples of programs that are available:

1. ICS - Interactive Communications and Simulations
   University of Michigan School of Education

2. World Classroom sponsored by GTE Education Services

3. ERIC - helps you keep current on a variety of topics
   Sponsored by the U.S. Department of Education

The following sample simulations provide a preview of the type of learning activities that are available to teachers in the area of global interdependence.

If you have an interest in this, please check with the Social Studies Instructional Improvement Team Chairman, Dr. Jeff Swensson, Principal at Stonybrook Junior High.

ARAB-ISRAELI SIMULATION

The Arab-Israeli Conflict Simulation has been the mainstay of ICS for the decade and a half of its existence, both at the secondary school and university levels. Beginning at the University of Michigan during the 1973-74 academic year, the Arab-Israeli simulation has been mounted many dozen of times, both as face-to-face and computer-mediated exercises. At the university level, the Arab-Israeli simulation has been one among a number of subject matters that have been addressed by means of the ICS format. Nevertheless, it has represented the great majority of such exercises. Most have been of a face-to-face nature, but five during the late 1970s were computer-mediated and served as the arena in which the synthesis between the ICS-type simulation and CONFER was tested.

At the secondary school level, the Arab-Israeli simulation was the only ICS exercise offered from 1984 through the fall term of 1986. All Arab-Israeli exercises have been computer-mediated, as now are all ICS endeavors mounted from the University of Michigan.

The Arab-Israeli simulation has been the model on which the great proportion of the evolutionary development of ICS has taken place. Indeed, the Arab-Israeli exercise is in essence the basic format of ICS. The 60 roles represented in the current simulation are organized into 12 country teams. Seven of these represent states directly or indirectly involved in the conflict. Four represent parts of political entities that are also involved, but which are better organized as more than one team due to the nature of the political reality they represent. Generally each team is located in a different school so that all diplomatic communications are mediated via computer.

All of the roles represented in the simulation are very high level governmental or political figures. With but a few exceptions - a few "Private Envoys" - all are also the actual individuals currently holding the offices represented. Therefore, the simulation is based on the highly dynamic, and dramatic, context of the current reality. Abstraction and generalization is thus far removed.

The participants in the simulation are involved in three basic forms of activity, in addition to being participants in the domestic political and governmental affairs of the country teams within their own schools. First and foremost among these computer-mediated activities is the sending and receiving of private diplomatic "Messages." Each participant has a subset of a half dozen or so foreign figures with whom such messages may be exchanged. The "Communications Matrix" that this represents has three purposes: to help participants more closely simulate the real world, to help them focus their attention and activity, and to help distribute the diplomatic work-load among all participants on a team. The second activity that participants are involved in is the sending and receiving of "Press Releases," the medium through which they make public pronouncements. Finally, the participants, being high level political figures, can take political, economic or military actions by means of "Action Forms." All of this activity is mediated in a variety of ways by a "Control" group located at the University of Michigan.

The purpose of the ICS Arab-Israeli simulation is to immerse participants in the complex dynamics of a highly salient, dramatic and multi-faceted international political reality. This experience is intended to help students become more sophisticated citizens with a greater appreciation of the complexity of domestic and international politics.

UNITED STATES CONSTITUTION SIMULATION

The United States Constitution Simulation represented a bold new departure for ICS when it was launched in the Spring Term of 1987. In preparation for over a year and a half, the exercise is one in both American history and United States government. Therefore, it fits directly into the core of the secondary school social studies curriculum. Seven separate exercises have been mounted to date.

The simulation follows the ICS format. Participants role playing real world individuals are organized into teams each of which is located in a separate school. The 70 roles in the exercise are delegates to a constitutional convention in the near future. All are historic figures drawn from across the past 200 years of American history. They are organized into fourteen delegations of five persons each: generally they include one person from the constitutional era of the 1780s, three 19th century political figures, and one more or less contemporary 20th century political actor. Each delegation represents a grouping of individuals with a similar orientation toward constitutional matters.

The basic working forums of the simulation are five 14-person drafting committees, each of which has as its responsibility the drafting anew, modifying or re-adopting of appropriate articles addressing a particular basic area of constitutional concern. These computer-mediated committees are composed of one individual drawn from each of the different delegations and, like the delegations, are composed of an historic mix of figures.

Decision-making is an important element of the exercise. A majority or minority of committee members may send draft articles to the floor of the convention at any time during the proceedings. Once on the floor,

voting takes place by delegation, each of the fourteen delegations having a single vote. This system of voting mirrors that of the 1789 convention and is managed by a computer program. It is designed, however, to encourage delegates to negotiate with one another about the details of each draft and the positive and negative impact that changes might make.

A constitutional framework, perhaps especially in the United States, is intended to be an enduring document, politically relevant to generations whose economic, social and cultural contexts have little in common. An historically constructed convention attempting to draft such a document should provide a dramatic setting for its delegates to confront directly a broad range of constitutional matters and the very essence of constitutionalism in its historical and political context. This is the educational intention of the ICS United States Constitution Simulation.

Sources for Globalization

Native American Human Manifesto, A Guide to Curriculum Planning, Wisconsin Department of Public Education

Comprehensive Multicultural Education: Theory and Practice, 2nd edition
by Christine I. Bennett, Allyn and Bacon

ICS - University of Michigan

IX.

F. Critical Thinking

Improving the thinking abilities of American youth has taken on more significance today than ever before. Skillful thinking does not just develop by itself. If left to their own devices, most individuals do not seem to develop thinking skills to the fullest measure of which they are capable.

Skillful thinking requires deliberate, continuing instruction, guidance and practice in order to develop to its full potential.

Another reason to teach thinking is for student survival. Inside or outside of school, students are given tools in which the student must think and then be passed or failed on the products of their thinking.

Instruction in thinking gives students a sense of conscious control over their own achievement that results from such thinking. With this, plus improved academic achievement that results from such thinking, students develop a sense of self-confidence.

Teaching thinking also makes possible a level of classroom discourse far above the drill, practice and rote memorization typical of many classrooms.

Changes in our world give urgency to serious attention to teaching thinking. In years past, societal changes occurred very slowly. Political upheaval in one region has immediate consequences for people far removed from events in that region. The rapid, continued shrinking of our world, the scope of change, and the new challenges this poses, make it necessary to invent new responses and initiatives rather than simply recall old ones. Doing this requires an ability to engage in thinking operations beyond the level of simple recall.

An important factor of change is often referred to as the "information explosion." The mount of information generated by society has been increasing at such a rate that an individual cannot master more than a tiny fraction of it. In the 1970s, the information available to us was doubling every ten years; it is now believed that knowledge will be doubling every 20 months. Exclusive reliance on past information and knowledge derived from it appears shaky in dealing with the problems in today's world. Teaching thinking skills is a survival skill for society as a whole as well as for the individual.

It is important for teachers to "teach" thinking skills not just use thinking questions. Students need to engage in the thinking skills with guidance and then practice the skill, perhaps, with another student or in a group.

When teaching a thinking skill, the teachers should follow these five steps:

1. First, the teacher introduces the new thinking operation in the context of the subject matter being studied.
2. Then the students execute the operation as best they can to complete a short task.
3. The students need to reflect on and share what they did in their minds as they executed the operation.
4. Then ask students to consciously try to use what they have discovered using a second task.
5. Students again report on what they believe they did in their heads to complete the new skill or strategy and what rules they seemed to follow.

The five steps of teaching thinking skills is outlined as follows:

Step 1 State that "learning" the skill is today's objective.
- Give the skill label/name.
- Give synonyms.
- State a tentative/working definition.
- State ways the skill can be or has been used:
  1. in students' personal experience,
  2. in school activities,
  3. in the course.

Step 2 Execute the skill
- Use the skill (as best one can) to accomplish a task
- Work in pairs, triads or groups.
- Use subject matter familiar to students and appropriate to course (or if necessary, from students' experience.)

Step 3 Reflect on what was done
- Students report what went on in their heads as they engaged in the skill.
- Identify the key steps/rules used and sequence of each.
- Clarify the procedure and any criteria used.
- Focus on the skill and its attributes.

Step 4 Apply skill to new data
- Use what has been discussed about the skill to complete a second task.
- Work in pairs, triads, or groups.
- Use subject matter appropriate to the course but in the same structure and media as in Step 2.

Step 5 Review the skill
- Report on what students did in their heads as they applied the skill.
- Review the steps/procedure that seem to constitute the skill.
- Review the rules that direct use of the skill as well as when it is to be used.
- State the relationship of this skill to other skills.
- Review or revise the skill definition.
- State where the skill can be used in personal or out-of-school situations.

The next listing shows the various major thinking operations:

I. THINKING STRATEGIES

Problem Solving
1. Recognize a problem
2. Represent the problem
3. Devise/choose solution plan
4. Execute the plan
5. Evaluate the solution

Decision Making
1. Define the goal
2. Identify alternatives
3. Analyze alternatives
4. Rank alternatives
5. Judge highest-ranked alternatives
6. Choose "best" alternative

Conceptualizing
1. Identify examples
2. Identify common attributes
3. Classify attributes
4. Interrelate categories of attributes
5. Identify additional examples/nonexamples
6. Modify concept attributes/structure

II. CRITICAL THINKING SKILLS

1. Distinguishing between verifiable facts and value claims
2. Distinguishing relevant from irrelevant information, claims, or reasons
3. Determining the factual accuracy of a statement
4. Determining the credibility of a source
5. Identifying ambiguous claims or arguments
6. Identifying unstated assumptions
7. Detecting bias
8. Identifying logical fallacies
9. Recognizing logical inconsistencies in a line of reasoning
10. Determining the strength of an argument or claim

III. MICRO-THINKING SKILLS

1. Recall
2. Translation
3. Interpretation
4. Extrapolation
5. Application
6. Analysis (compare, contrast, classify, seriate, etc.)
7. Synthesis
8. Evaluation

Reasoning
inductive
deductive
analogical

The following section gives some practical examples that could be used in the classroom to promote critical thinking.

MULTIPLE LEVELS OF THINKING

DEFINITIONS, PROCESS VERBS (thinking activities), and PRINCIPLES
related to
INTELLECTUAL FUNCTIONS AND BLOOM'S TAXONOMY OF COGNITIVE OBJECTIVES
for success in
INSTRUCTION AND ASSESSMENT

———Depending on designed activity and intended outcome, the levels of cognitive thinking may overlap. This is as it was intended.———

KNOWLEDGE (gathering; accumulating; remembering, filing and retrieving information. (M. Hunter)

Intellectual Function: Input and Retrieval
The lowest level of learning and thinking - recall, memory, facts - the foundation for higher-order thinking activities. The student recalls or recognizes information.

Activities:

see; view; hear; listen; taste; feel; touch; smell; sniff; match; list; write; recite; identify; find; group say; tell what _____ looks like; tell when, who, how many; name; locate; recall; memorize; repeat; define; label; record; relate; narrate; observe; listen; ask; describe; distinguish; recognize; show; state; count

COMPREHENSION (understanding information)

Intellectual Function: Retrieval - Translation, Interpretation, Extrapolation (Leslie Hart states that all learning is pattern based and that actual learning is the process of pulling those patterns out of confusion.)

The lowest level of understanding; one step beyond simple remembering. The student changes information into different symbolic form, but retains the meaning.

Activities:

explain; describe; reword; name; identify; report; discuss; restate; recognize; outline; translate; extend; change; summarize; define; show; tell or write how, why, what; locate; review; express; research; discover; list; recall; recite; complete; compare; conclude; contrast; demonstrate; differentiate; distinguish; estimate; illustrate; infer; interpret; predict; relate; rephrase; discuss; paraphrase

H I G H E R - O R D E R T H I N K I N G B E G I N S:

APPLICATION (using prior knowledge in a new situation)

Intellectual Function: Output

This level requires a higher degree of understanding than that required at comprehension - the ability to use learned materials in new, concrete ways and situation. This is where transfer (higher-order thinking) begins. The student solves a problem using the knowledge and appropriate generalizations in new situations.

Activities:

apply; solve; make use of; employ; use in a new way; try; contruct-using; create; illustrate; assemble; demonstrate; show how to; act out; dramatize; operate; tell how, purpose; interview; translate; schedule; interpret; give an example; stimulate; report; record; experiment; manipulate; sketch; paint; teach; list; distinguish; state causality; make analogies; group organize; summarize; sequence; develop; plan; solve; model building; represent; predict; change

ANALYSIS
(analyzing, looking at the parts of the information as they relate to the whole)

Intellectual Function: Processing
Requires an understanding of both content and the structural form of any material. This level reflects a higher intellectual level than comprehension and application. The student separates information into component parts. Take apart; look for similarities; compare/contrast. (The sum of the parts is frequently larger than the whole.)

Activities:

analyze; sort; discover; separate; identify parts; examine; reduce; inspect; categorize; compare/contrast; tell why, what; experiment; inventory; criticize; diagram; solve; differentiate; question; debate; distinguish; classify; dissect; advertise; survey; state causality; organize; make analogies; group; sequence; relate; synthesize (the next step after analysis if a new product/process is the objective); classify; discriminate; recognize; validate; explore; investigate; generalize; outline.

THEORISTS IN COGNITIVE THINKING CURRENTLY ('86 TO PRESENT)
BELIEVE THAT SYNTHESES IS A HIGHER LEVEL THAN EVALUATION.

EVALUATION (judging, evaluating the information, defend opinion)

Intellectual Function: Output
Judgments more than opinion-support with reason. The ability to judge the value of material for a given purpose. The judgment is based on definite criteria and a sound knowledge base. The student makes qualitative and quantitative judgments according to set standards. The judgments may be internal (metacognition) or external criteria.

Activities:

evaluate; decide; choose; put in order; award; rate; rank; grade; assess; tell why, which, what; compare; prove; judge; select; predict; measure; estimate; value; debate; discuss; editorialize; recommend; convince; generalize; forecast; infer; applying a principle; extrapolate; persuade

Intellectual Function:

METACOGNITION (awareness of our own thinking-thinking about our own thinking to make it better.)

(Costa) We can determine if students are becoming more aware of their own thinking if they are able to describe what goes on in their head when they think.

(McCabe and Rhoades) Teachers can heighten students' awareness of this function by: modeling - sharing thought processes with students, labeling spontaneous processes - EX. verbalizing thoughts while observing a butterfly, and encouraging students to metacognate about concrete objects.

SYNTHESIS (creating a new form of information)

Intellectual Function: Processing
The ability to put parts together to form something new and whole, a unique creation (new) invention. The student solves a problem by putting information together that requires original, creative thinking.

Activities:

make; create; develop; originate; devise; produce; construct; (old + old = new product); construct- using; design; build; tell something else; tell how to make (new); tell how to use better; tell (predict); combine; invent; pretend; propose; arrange; organize; prepare; classify; plan; compose; formulate; assemble; role-play; estimate; infer; imagine; write; extend; generalize; conjecture; synthesize; model building; hypothesize; imagine; extrapolate

PRINCIPLES FOR INFUSING HIGHER-ORDER THINKING INTO INSTRUCTION AND ASSESSMENT (McCabe and Rhoades)

____ Individuals do not necessarily learn higher-order thinking in a "logical" or developmental sequence. (That's one of the interesting things about human nature.) Leslie Hart states that thinking in and of itself is not a logical process, even in math!

____ While not adept at mastering facts - the knowledge level - some students may demonstrate very creative thinking when given the opportunity. All students need continuous opportunities to develop their minds.

____ Higher-order thinking is enhanced through meditation - thinking-aloud, wondering aloud, and metacognition (thinking about personal thinking) - the sharing of internal dialogue through discussion with self and others.

____ Development of lessons and assessments that involve multiple levels of higher-order thinking and hands-on activities.

____ Cooperative learning techniques inherently enhance the development of thinking through: group process; wrap-up activities; and through student/teacher observations. Ask students to share their information and discuss the strategies they used.

TEACHING HIGHER-ORDER THINKING TEACHES STUDENTS TO LEARN!

(EVALUATION)

1. Look at a picture of someone who needs help.

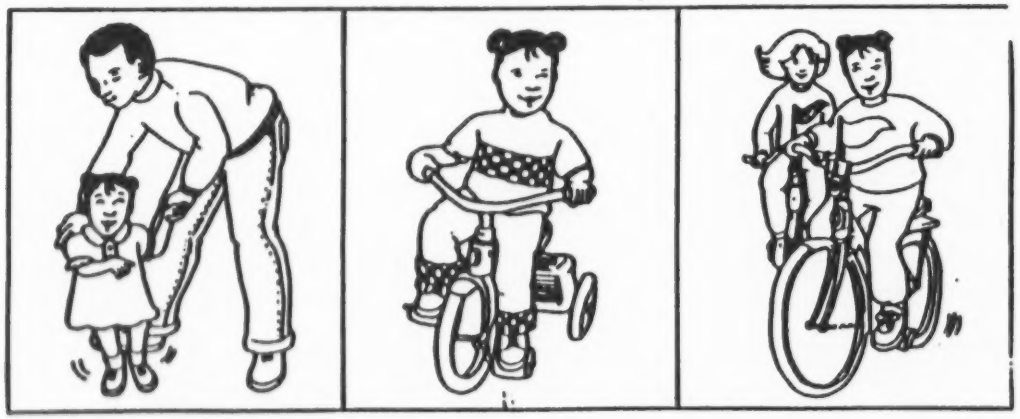
   Fill in the circle that bests answers this problem.

   Tell how you could help this person.
   a. Get another box.
   b. Help carry the box.
   c. Get help.

Supply a picture of someone carrying a heavy box/object.

(ANALYSIS)

2. Fill in the circle of the word that best completes the exercise.



Lori learns as she ____.

ⓐ grows **ⓑ walks** **ⓒ moves**

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Alternate Assessment -- related to question #2

To personalize the concept of change, invite one or more resource person(s) to speak to the class, i.e. senior citizen, a parent with a new baby.

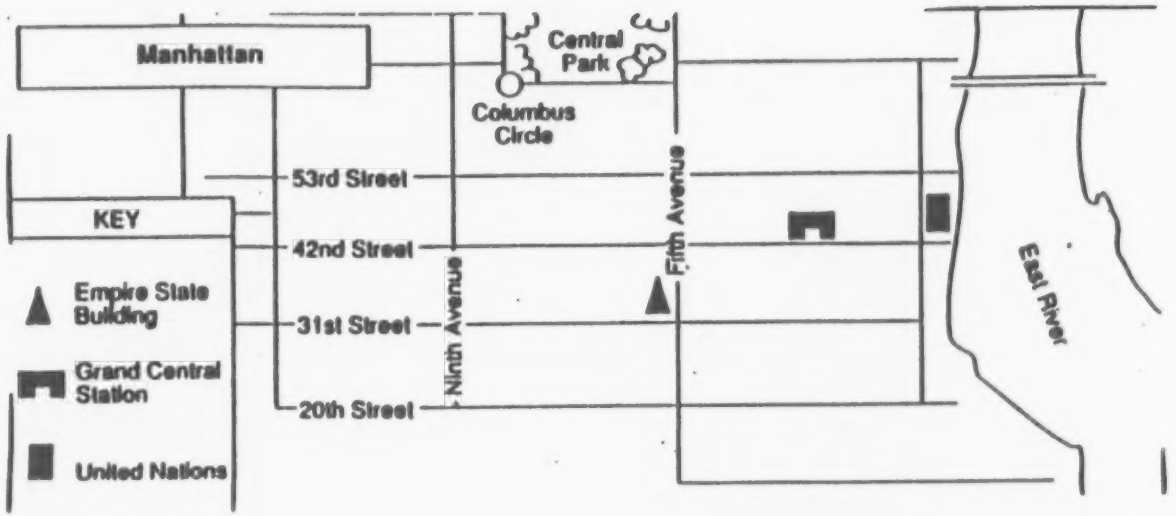
(APPLICATION)

1. Have each student write a question about a change to ask the speaker.

(SYNTHESIS)

2. Group Activity -- Ask students to describe ways that they or their families have changed. Ask students to predict how they might feel if they were to move to another state.

1. Circle the letter next to each correct answer:



(APPLICATION)
Which of these streets is nearest to the Empire State Building?
a. 20th Street b. 31st Street c. 53rd Street

(ANALYSIS)
What is nearest to Columbus Circle?
a. Central Park b. United Nations Building c. Empire State Building

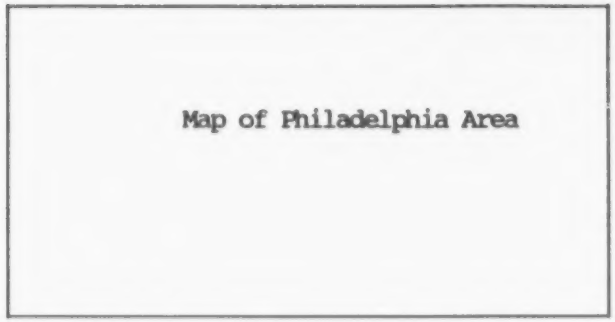
ALTERNATIVE ASSESSMENT:

(SYNTHESIS)
1. Draw a picture of what you think the city may look like in the future.

(EVALUATION)
2. Look at the above map. Select an area of the city you would like to live in and write a statement telling why you selected the area.

(ANALYSIS)
1. What kind of landform is near Philadelphia?
   a. mountains b. plains c. plateaus

(APPLICATION)
2. What landform is near Pittsburgh?
   a. mountains b. plains c. plateaus

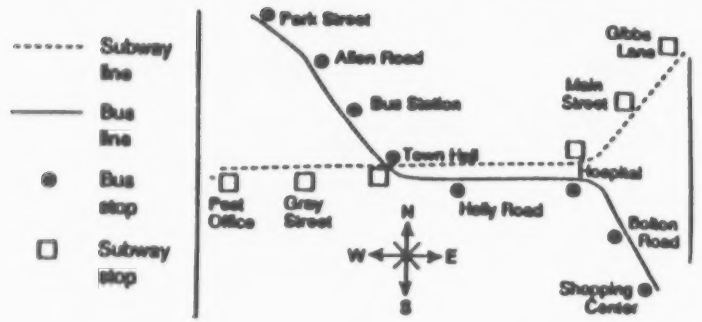


ALTERNATIVE ASSESSMENT:

(SYNTHESIS)
1. Write a paragraph telling about an adult living in a farming, mining or port community. What is your job? What do you do for fun?

(EVALUATION)
2. Group activity: Discuss the advantages and disadvantages of living in a mining community, a port community or a farming community.

Use the map to answer questions 1 and 2.



(ANALYSIS)

1. The next stop on the bus line after Park Street is:
   a. the bus station b. Main Street c. Allen Road

(APPLICATION)

2. If you travel on the subway from the hospital to Gibbs Lane, you are traveling _____.
   a. northeast b. northwest c. southeast

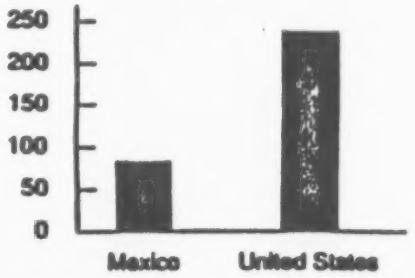
ALTERNATIVE ASSESSMENT

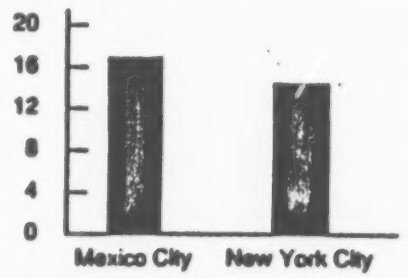
(SYNTHESIS)

1. Describe what it would be like to live in a large city that has a subway.

(EVALUATION)

2.





1. What is the first thing you should do to compare and contrast the graphs?
   a. Figure out the population of the United States.
   b. Look at Graph A and choose something about it.
   c. Look at all the information in both graphs.

2. In what way are the graphs alike?
   a. Both graphs give information about cities.
   b. Both graphs give information about countries.
   c. Both graphs give information about population.

3. What is one way the graphs are different?
   a. Graph A is about Mexico. Graph B is about the United States.
   b. Graph A gives population in millions. Graph B does not.
   c. Graph A gives information about countries. Graph B gives information about cities.

(APPLICATION)
1. Which of the following are primary sources?

a. diaries b. artifacts c. government documents d. all of the above

(ANALYSIS)
2. Which primary source would give us the least information?

a. diaries b. artifacts c. government documents c. all of the above

ALTERNATIVE ASSESSMENT:

(EVALUATION)

Short Essay: Describe the difference between primary and secondary sources. What is the value of each source?

(SYNTHESIS)

Group activity: Construct artifacts for a civilization in outerspace.

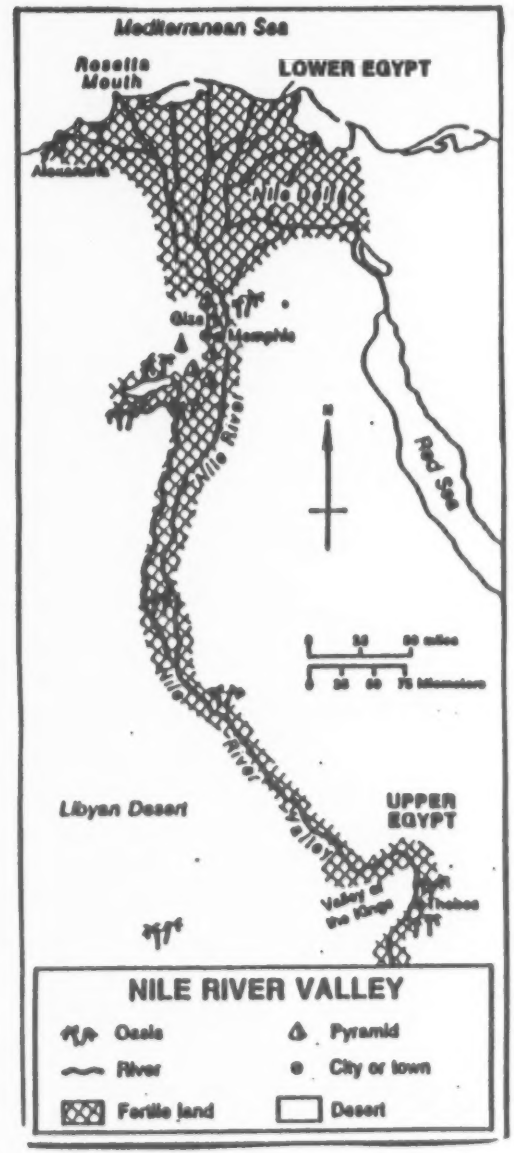
(APPLICATION)
What is located to the west of the Nile River?
a. the Rosetta Mouth
b. the Libyan Desert
c. the Red Sea
d. the Nile Delta

(ANALYSIS)
The Nile River flows from _____.
a. east to west
b. north to south
c. west to east
c. south to north

ALTERNATIVE ASSESSMENT:

(EVALUATION)
Group Activity: Have students compare the way of life and the geography in the Nile Valley and the Tigris and Euphrates River Valleys and then determine where they would like to live.

(SYNTHESIS)
Written Activity: What would be the impact on the farmers and townspeople if the Egyptian government built a dam across the Nile?



GRADE SEVEN
SOCIAL STUDIES

The following design is from a brass pitcher made in Iraq in the early 13th century.

Look at the design.

(APPLICATION AND ANALYSIS)

Select the item that tells something about the culture.

a. Islam was the official religion.
b. Camels were used for transportation.
c. Music was an important part of the culture.

ALTERNATIVE ASSESSMENT

(SYNTHESIS)
Written Activity: Tell what it would be like to ride a camel.

(EVALUATION)
Group Activity: Discuss the features of life in a city and life as a nomad. Which lifestyle would you select and why?

1. When Jackson's vice president resigned office, his supporters in the cabinet soon followed. In this cartoon, the rats symbolize:

(ANALYSIS)
a. Jackson's entire cabinet
b. The cabinet members who remained with Jackson.
c. The cabinet members who left the administration.

MAPS OF NEW YORK CITY		
1881	1903	1934

(Supply maps for your content; sample questions follow.)

(APPLICATION)
2. The areas shaded in black represent areas that have at least 1 house per acre. What is a reasonable assumption to make when you are looking at such a map?
   a. That a spread in housing indicates a spread in population.
   b. That the housing density is equal in all the shaded areas.
   c. That an average of 3 people live in each house, and therefore, on each acre of land.

ALTERNATIVE ASSESSMENT

(SYNTHESIS)
Group Activity: Tell what it would be like to be a cabinet member under Andrew Jackson.

(EVALUATION)
What would be your assessment of the success or failure of the Jackson Presidency?

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Egyptian Religion (a paragraph)

1. All of the following descriptions are true of Egyptian religion except:

   a. It emphasized right and justice.
   b. It was polytheistic.
   c. It taught that a soul's life ended at death.
   d. It gave much power to the priests.

ALTERNATIVE ASSESSMENT

(ANALYSIS)

1. Group Activity - Compare and contrast the Egyptian religion with Christianity.

(SYNTHESIS)

2. Written Activity - Develop an Egyptian funeral ceremony.

EGYPTIAN RELIGION (a paragraph)

1. All of the following descriptions are true of Egyptian religion except:

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ALTERNATIVE ASSESSMENT

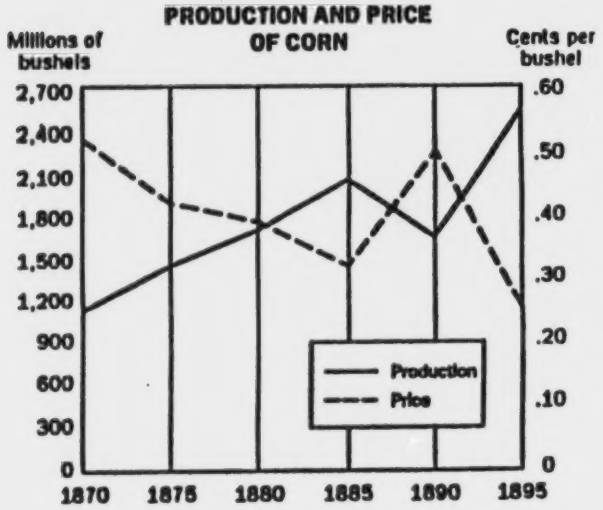
(ANALYSIS)

1. Group Activity - Compare and contrast the Egyptian religion with Christianity.

(SYNTHESIS)

2. Written activity - Develop an Egyptian funeral ceremony.

Use the graph to answer the next two questions:



(APPLICATION)

1. On the graph, the year 1985 shows:
   a. the highest corn production and the lowest corn prices.
   b. the lowest corn production and the highest corn prices.
   c. corn production and prices at their lowest point.
   d. corn production and prices at their highest point.

(ANALYSIS)

2. When corn production increased, what generally happened to corn prices?
   a. increased
   b. went up and then down
   c. did not change
   d. decreased

ALTERNATIVE ASSESSMENT

(SYNTHESIS)

Write a paragraph telling the impact on farmers as the price of corn fell.

(EVALUATION)

Group Activity: During a period of falling corn prices, what other actions could the farmers have taken to protect their income?

SOURCES OF INFORMATION

Beyer, Barry N. Practical Strategies for the Teaching of Thinking

Costa, Art "What Human Beings Do When They Behave Intelligently and How They Become More So"

Ellingsen, Robert The Classrooms of the 21st Century

Hart, Leslie Human Brain and Human Learning

Levels I and III, Elements of Instruction, MSD Warren Township

Kovalik, Susan Teachers Make the Difference; Orchestrating Learning

McCabe and Rhoades The Nurturing Classroom

IX.

G. Assessment

With so many other problems besetting humankind - pollution, racism, poverty, disease, and overpopulation - we need citizens who have the vision, integrity, intuition, flexibility, creativity, and wisdom - not people who are simply good with numbers, words, and logic. Tragically, the schools may be writing off many students as school failures, underachievers, or disabled learners who possess these badly needed qualities. These students may be the people Jonas Salk called the "evolvers" of the society, the change agents who do things in a different way- their own way - and as a result, transform society.

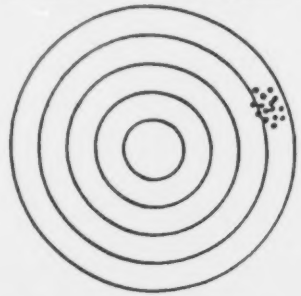
Alvin Toffler
"Learner of the Future"

RELIABILITY AND VALIDITY

Reliability and validity are two characteristics of assessment instruments that are of primary importance.

Suppose the bull's-eye is the desired target. An archer shoots an arrow and hits the same place on the target consistently. The archer would be considered to have reliable aim.

RELIABLE BUT NOT VALID

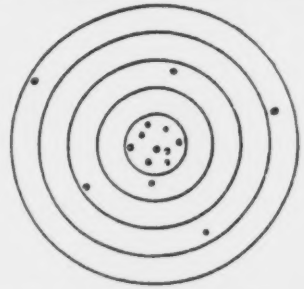


The reliability of a measure tells the extent to which an instrument is consistent in measuring whatever it does measure.

The validity of a measure tells you the extent to which an instrument is measuring what the evaluator intends it to measure.

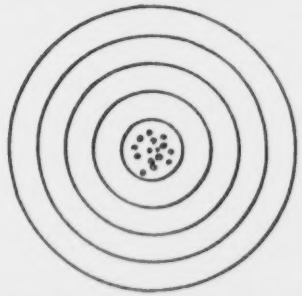
Now, suppose that all the arrows are spread out all over the target?

NEITHER RELIABLE NOR VALID



Even though the archer hit the center of the target several times, there are some stray shots which indicate a degree of inconsistency in the way in which the archer performs.

RELIABLE AND VALID



This is the desired result. It should be noted that a score can be valid only if it is also reliable.

ASSESSMENT

Social Studies educators at every level realize the need to evaluate their programs, with testing geared toward measuring and assessing objectives. Social Studies Teachers test students to gauge how all of their students are accomplishing stated learning objectives. The results, in turn, help teachers make the necessary decision to improve the effectiveness of their programs.

A comprehensive evaluation plan for Social Studies includes appropriate use of teacher-made achievement tests, standardized achievement tests, as well as, evaluation beyond testing.

With respect to tests, Social Studies teachers use tests to:

a. determine the learning needs of students.
b. provide learners with information and assistance on their progress toward social studies objectives.
c. provide information for assigning grades and making decisions about promotion to the next grade level.
d. compare the social studies achievements of their students with the students' own effort. The motivation to achieve or excel becomes intrinsic rather than extrinsic and life long learning rather than short term memorization becomes a reality.

The Social Studies curriculum requires close interaction with a variety of information media. Social Studies tests should use materials such as maps, photographs, tables, graphs, editorial cartoons, newspaper clippings, artifacts, documents, film and/or video clips, audio recording, journals, reflective learning logs, peer conferencing and self evaluation as assessment instruments.

Evaluation of student progress in a sound Social Studies Curriculum requires more than the typical objective-type paper and pencil test. Teachers must augment traditional tests with performance evaluation, portfolios of students' papers, projects and essays focused in higher levels of thinking.

Social Studies education entails the development of the skills and attitudes required for competent, participatory citizenship in our democratic society and in the global community. In order for such a program to be successful, the student will gather information from a variety of disciplines and experiences along with thinking, decision making, communication, social interaction, and civic participation.

Social Studies educators in our pluralistic society must see their teaching and curriculum materials as fair to all people, regardless of their ethnic backgrounds, beliefs, genders or handicaps. Social Studies educators must use all the information available about their students' Social Studies achievement - data gathered from a variety of assessment instruments and techniques - when making decisions about assigning grades.

Evaluation in the Social Studies should be based on clearly formulated curriculum objectives that were developed by Social Studies educators. Teachers use the objective for evaluating the performance of their students.

Only carefully designed evaluation strategies and tests will enable Social Studies educators to assess both the academic content and thinking and/or performance skills stated or implied by the objectives.

Evaluation instruments should:

1. focus on stated curriculum goals over objectives.
2. be used to improve curriculum and instruction
3. measure both content and process
4. reflect a high degree of fairness to all.

Evaluation of student achievement should:

1. be used solely to improve teaching and learning.
2. involve a variety of instruments and approaches to measure students' knowledge, skills and attitudes.
3. be congruent with both the objectives and the classroom experiences of the student examined.
4. be sequential and cumulative.
5. focus solely on academic achievement.

In developing various methods of assessing students, the teacher needs to consider the major trends in testing.

1. Less emphasis on multiple-choice assessment, more emphasis on writing.
2. Measurement of higher-order thinking
3. Use of performance-based assessment including the use of portfolios.
4. Use of cross-disciplinary teacher teams to assess student performance.
5. Use of modified multiple-choice assessment.
6. The learner as the primary assessor of personal academic progress.
7. Observation and judgment as valid indicators of academic achievement.
8. The integration of instruction and assessment at both the formative and summative stages.

The use of modified multiple-choice type questions needs to take into account higher level thinking. The following two items:

1. Action words - Keys to Assessment
2. Examples of Trigger Questions

should help teachers construct better guidelines during oral discussions and on the paper and pencil/pen type exam.

ACTION WORDS: KEYS TO ASSESSMENT

If you want to measure:	Use these key words in the exercise	Illustration
Recall	define repeat identify what label when list who name	Social Studies examples instead of literary examples. Who were the generals in the Civil War? When did the Civil War begin?
Analysis	subdivide categorize breakdown sort separate	On a timeline, indicate in chronological order the events leading to the Civil War as seen through the eyes of a slave in the South.
Comparison	compare differentiate contrast distinguish relate	Compare the strategies of of General Grant and General Lee. What are the similarities? What are the differences?
Inference	deduce anticipate predict what if infer apply speculate conclude	Hypothesize what would have happened if General Lee had led the Northern troops Support your answer with four noted references.
Evaluation	evaluate argue judge recommend assess debate appraise critique defend	If you had been living during the Civil War, would you have preferred to be on the Union or the Confederate side? Why?

EXAMPLES OF TRIGGER QUESTIONS:

Recall

- Define the word_____.
- What is a _____?
- Label the following _____.
- Identify the _____ in this _____.
- Who did _____?

Analysis

- What are the basic elements (ingredients) in a _____?
- What is/are the functions of _____?
- Inventory the parts of _____.
- Categorize the _____ of _____.
- Sort the _____.
- What is the order of steps in _____.

Comparison

- Compare the _____before and after.
- Contrast the _____ to the _____.
- Differentiate between _____ and _____.

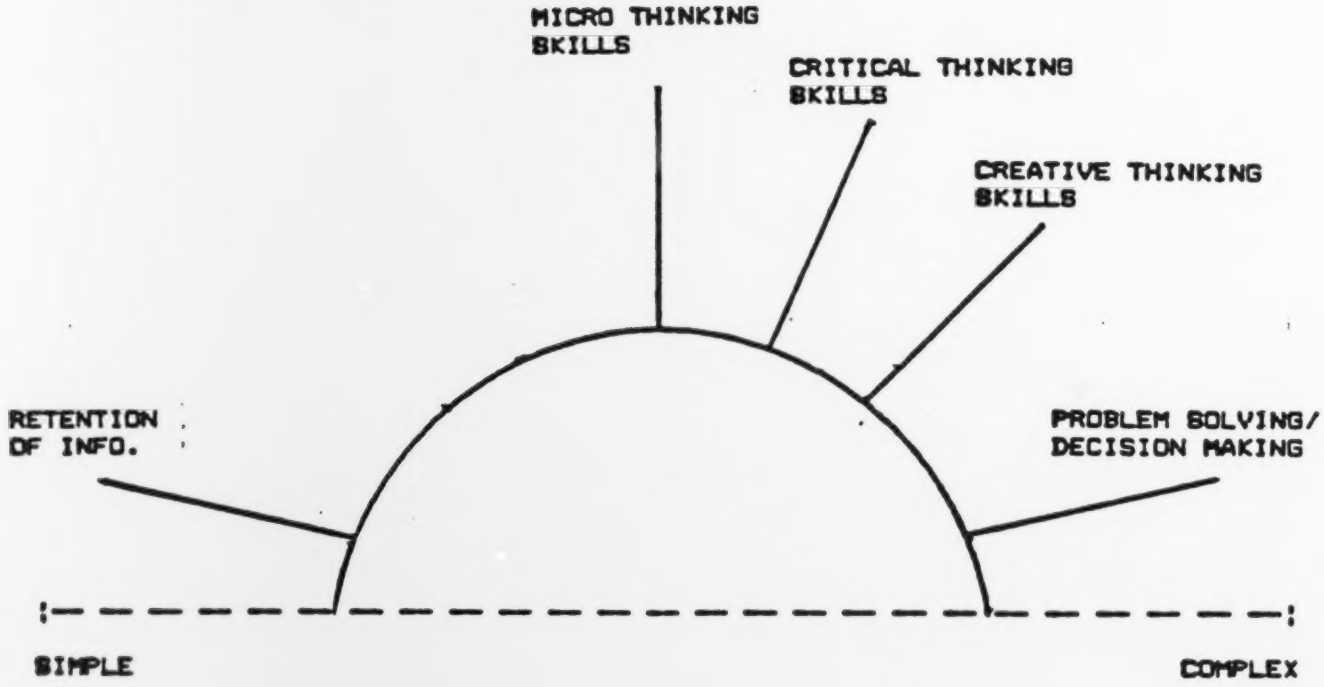
Inference

- Hypothesize what will happen if _____.
- Predict what would be true if _____.
- Conclude what the result will be if _____.
- What if _____had happen instead?

Evaluation

- What you would do if _____ happened? Why?
- Judge what would be the best way to solve the problem of _____. Why did you select that solution?
- Evaluate whether you would _____ or _____ in this situation. Why?

THE FIVEFOLD MODEL OF THINKING



LEVELS OF THINKING ACCORDING TO THE FIVEFOLD MODELS

LEVEL OF THINKING	DEFINITION	GOAL
PROBLEM SOLVING/ DECISION MAKING	Strategies for evaluating and creating solutions or decision options.	Arrive at the best solution or decision.
CREATIVE THINKING	Creating original ideas or concepts	Produce an original work.
CRITICAL THINKING	Evaluating the reasonableness or quality of an idea or concept	Exercise critical judgment.
MICRO THINKING SKILLS	Skills which form the building blocks of critical and creative thinking, involve fewer operations than more complex forms of thinking.	Comprehend, information, apply rules, analyze patterns or relationships.
RETENTION OF INFORMATION	Memorization, recall, and recollection of information	Accurate recall of facts.

THE TYPE OF ASSESSMENT THAT WE USE IS GOVERNED BY
THE LEVEL OF THINKING WE WISH TO MEASURE

		HIGHER ORDER THINKING SKILLS			
	Retention	Micro Thinking	Critical Thinking	Creative Thinking	Problem/ Solving Decision Making
Fill-in-the blanks	x				
Matching	x				
Multiple Choice	x	x	x		
Modified Multiple Choice		x	x		
Short Answer		x	x	x	x
Essay			x	x	x
Performance-based observation				x	x

It makes little sense to redesign curricula to teach for understanding and reflection when the main assessment instruments in schools measure only the assimilation of isolated facts and effective performance of rote skills. Alternative assessment methods must be developed to evaluate and increase the capacity of learners to engage in higher order thinking, to be aware of the learning strategies they use and to employ multiple intelligences. Alternative modes of assessment are valuable both to students in promoting their development and to teachers in increasing the effectiveness of their instruction. The following chart indicates assessments that complement individual learning styles.

ASSESSMENT WHICH TARGETS STUDENT LEARNING STYLES

CONCRETE-SEQUENTIAL learner will have greater success when assessment involves:	ABSTRACT-RANDOM learners will have greater success when assessment involves:
true/false multiple-choice checklist (what HAS to be done) interviews (factual data collected) oral reports (on factual data) mechanical devises physiological devices physical manipulations, demonstrations of skills, manual dexterity fill-in-the-blanks	essays (personal feelings) interviews oral reports (collaborative) oral reports (personal) role-playing sociograms ranking procedures (personal attitudes) retelling (written or oral)
ABSTRACT-SEQUENTIAL learners will have greater success when assessment involves:	CONCRETE-RANDOM learners will have greater success when assessment involves:
essays (analytical) interviews (opinions) open-ended questions (opinion/fact) oral reports on research debate (analysis of content, argument) ranking (opinion, analysis, order of sequence) research reports (written or oral)	essays (creative writing) open-ended questions creative projects, products, crafts discussion content physical manipulations, manual dexterity

Meaningful learning occurs when a learner has a knowledge base that can be used with fluency to make sense of the world, solve problems, and make decisions. Learners need to be self-determined, feel capable and always strive to acquire and use the tools they have to learn. They need to be strategic learners who have a number of effective strategies for their own learning. They need to be empathetic learners who view themselves and the world from perspectives other than their own.

Assessments of student achievement in Social Sciences will allow students to demonstrate breadth of learning, as well as, the ability to clarify issues, recognize relationships, determine causes and effects, interpret evidence and argue for a position. Test instruments will assess a deep knowledge of eras and events rather than isolated minutiae. Testing should immerse the student in an historical context,
involving them in literature, historical documents and lives of the people of an era. Activities should include debating, dramatizing and defending a point of view orally or in writing. Finding out how well students think will be as important as finding out what they know.

Too often the more complex thinking is not assessed. It is necessary for the higher level of thinking to be part of the social studies instruction. Critical thinking, creative thinking and problem solving, to be assessed, requires the teacher to use written and performance-based observation in order to be able to challenge the student and assess the student.

The Fivefold Model of Thinking indicates the thinking skills from simple to complex. The Levels of Thinking Chart give a brief definition of each level and a goal for each level. (See page 100.)

Two sample methods of assessment that help meet the need to assess the total students are:

1. An Oral History Project for 9th Graders

   To the student:

   You must complete an oral history based on interviews and written sources and then present your finding orally in class. The choice of subject matter is up to you. Some examples of possible topics include: your family, running a small business, substance abuse, a labor union, teenage parents, and recent immigrants.

   Create three workable hypotheses based on your preliminary investigations and four questions you will ask to test out each hypothesis.

Criteria for Evaluation of Oral History Project

To the teachers:

Did student investigate three hypotheses?
Did student describe at least one change over time?
Did student demonstrate that he or she had done background research?
Were the four people selected for the interviews appropriate sources?
Did student prepare at least four questions in advance, related to each hypothesis?
Were those questions leading or biased?
Were follow-up questions asked where possible, based on answers?
Did student note important differences between "fact" and "opinion" in answers?
Did student use evidence to prove the ultimate best hypothesis?
Did student exhibit organization in writing and presentation to class?

2. Portfolio Assessment

A portfolio is a collection of student work. Both the teacher and student judge the important evidence of student performance in essential skills and understanding. Portfolios provide documentation of the students' work and serves as a basis for evaluation. Documentation commits the teacher to deliberate collection; ensuring that there is an insightful record of each students' work in the major tasks of the class. The portfolio provides an efficient record of the students' growth and accomplishments. The portfolio is scored according to pre-established standards in a way that provides both validity and reliability. These standards may be established by the teacher, in collaboration with other teachers, and/or as a cooperative effort between the students and the teacher.

The portfolio does not contain all of the students' work. At times, explicit instructions are given to include the students' best works. This enables both the teacher and student to exert some judgment as to what is worth including in the portfolio. Portfolios often contain reflections and self-assessments by the student. A portfolio may also contain teacher-generated evidences concerning competencies that are not easily captured in reading, speaking, listening and/or group work.

Rather than comparing the work of students, one to another, portfolios are best evaluated with respect to the criteria of exemplary work. The aim is to design a scoring scale based on degrees of competence at the tasks. Low scores do not mean inferior work but work that is not yet mastered. An example of this type of scoring would be judging in diving or figure skating.

"Using portfolios as the primary evidence in evaluation sends a message now sadly absent: important tasks reoccur; they do not consist of one short test question where facts or strategies are memorized, then forgotten. Important intellectual tasks require thoughtful crafting, revision, and persistence, not mere 'plugging in' of canned formulas. Portfolio assessment is thus more likely to honor the aim of exemplary assessment program: the evaluation tasks should consist of the best instructional tasks."

Some types of work that maybe found in portfolios are:

a. typical work (as judged by the teacher)
b. several best efforts as judged by student with teacher input.
c. student reflections as to why each piece was selected.
d. peer reflections.

Some guidelines for works included in the portfolio are:

a. four pieces of individual work with interesting and challenging ideas and/or thinking represented.
b. One piece, at least, from a small group investigation - report should include problem, difficulties encountered, final conclusions.
c. One or two individual reflective or imaginative pieces.
d. One or two other pieces revealing or showing evidence of persistence.

A COMPARISON OF THREE TYPES OF ASSESSMENT

	OBJECTIVE		SUBJECTIVE	
	Advantages	Disadvantages	Advantages	Disadvantages
Paper & Pen	Broad sampling with many items per unit of time.	Technical to develop Time to develop Limited targets assessed	Thinking can be assessed Efficient to develop	Expertise needed to score Laborious to score Limited sample with few items per unit of time.
Performance Assessment	Assesses behavior/ product outcomes	Few targets translate into checklists	Assess process/ product outcomes Student raters become better performers	Expertise needed to score Rater training takes time
Personal Communication	Efficient, quick Can sample group achievement Follow-up points possible	Difficult to sample achievement of all individuals Recordkeeping difficult	Follow-up probes possible Personal contact valuable	Time for one on one Recordkeeping difficult

Other types of assessment include a group task and short answer type activities. Sample suggestions for these activities follow:

GROUP PERFORMANCE TASKS IN HISTORY-SOCIAL SCIENCE

A MODEL

The Group Task must:

1. be based in History-Social Science content.
2. require higher-order thinking skills
3. involve discussion and activities by groups.
4. include written exercises.

The ideal model has all four characteristics.

Sample Format

The Task

All students will have an ISSUE or a theme (CONTENT) for which they will offer a response or SOLUTION, using a HISTORICAL PERSPECTIVE, through a COLLABORATIVE PROCESS, that will be assessed COLLECTIVELY and will include some INDIVIDUAL writing.

The class will be divided into small groups to analyze primary and secondary source materials that reflect different points of view. After reading and discussing the documents, each group will decide on a position that it will share orally with the entire class. The evaluators and students will ask the small groups questions about their position.

Follow-up activities will include individual writing of a short memorandum or a paragraph and then a culminating activity. For this, students will respond to a specific prompt about the issue. In these writings, students will support or oppose a view expressed in the presentations or state a personal viewpoint that is substantiated with facts and examples drawn from their knowledge of history-social science and participation in the group task.

In some instances, instead of an essay, students can have the option of creating a drawing or cartoon to which they attach a brief explanation (one paragraph).

Group Performance Assessment Task

Explanation by Teacher to Students

Tomorrow we will participate as a class in a Group Performance Assessment Task. You will work in small groups of 5 or 6 persons. Each group will formulate a plan of action about a social or political issue and relate this suggested action to historical precedents.

The theme of this group task is:

Fast Lane to Better Citizenship — Making Decisions and Taking Action.

In preparation for this group task, you can think about what you have learned in your history-social science classes. You might ask yourself:

In what ways have citizens identified issues or problems that affected their lives?

What basis do citizens have for taking action on various issues?

What are some historical situations in which citizens banded together to solve a problem?

Who are some individuals who have taken stands on controversial issues?

What methods did they use? Where did they seek help--from the government, from private sources?

Tomorrow each small group will receive a folder containing several items about a general issue. Each group will discuss the materials, identify a specific problem, and design a plan of action about this issue to present to the entire group.

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Fast Lane to Better Citizenship
Making Decisions and Taking Action

As an active, informed citizen, you regularly attend meetings of the Community Action League in your town to discuss political and social issues. The league has several subcommittees that decide which issues to bring before the entire group.

Included in the folder are some topics submitted to your subcommittee. The task of your group is to look at the items, decide what the overall and specific issues are, and plan a course of action to present to the general meeting.

The issue that your subcommittee identifies can be either hypothetical or real but must relate to the general topic that the items have in common.

Your subcommittee's presentation to the entire group should include:

1. Brief identification of the main issue.
2. Statement of the specific problem in one sentence.
3. A plan of action.

Some questions that your presentation should answer are:

*What is the problem or issue?

*What gives you the power or right to take a stand on this issue, i.e., constitution, statute, Bill of Rights, ordinance?

*What solution do you advocate? Why?

*From your history-social science studies, what historical precedents or connections can you cite to support the action that you advocate?

*What different perspectives have you found on this issue?

*What levels of government or avenues of redress are available for this issue?

*Which levels or avenues have you chosen and why?

Group Performance Task
SCORING FORM

	POINTS:	COMMENTS:
1. Group and Collaborative Learning (20 points)		
Adherence to task, degree of involvement in the task; attention to reading data; willingness to listen to the differing views	_____	_____
Degree to which members of the group extract, express, and share ideas and opinions		_____
2. Critical Thinking (30 points)		
Degree to which students...		
Define and clarify problems	_____	_____
Judge information related to the problems		_____
Solve problem and draw conclusions based on date within a historical context		
Develop ideas and grasp an understanding of the consequences of their position		_____
3. Communication of Ideas (20 points)		
Degree to which students take a clear position and support it with evidence in an organized and persuasive manner.	_____	_____
4. Knowledge and Use of History (30 points)		
Degree to which students demonstrate knowledge and understanding of facts, issues, concepts, and relationships.	_____	_____
Degree to which students use the provided documents and other historical information to solve the problem or support a point of view.		_____
Ability to use relevant historical date to answer questions.		_____

TOTAL POINTS	1 (0-20)	2 (21-40)	3 (41-60)	4 (61-80)	5 (81-100)

1=minimal
2=rudimentary
3=commendable
4=superior
5=exceptional

Grade 11 History-Social Studies

Short-Answer Topics

The short-answer question is designed to be limited in scope. It calls for precise and definite information.

Typical questions may involve the interpretation of political cartoon, historical passages, or quotations. Short-answer topics may include such statements as:

What arguments would you use to support...
Describe the immediate effects of...
Explain how the use of _____led to _____...
In what way was a particular event related to _____...

The short answer can be given in several well-constructed paragraphs. On the Spring 1990 field test, students had 12 to 15 minutes for each of two short-answer questions.

*The last three items give two sample assessment planning charts and a generic chart that can be copied and used by teachers in their lesson planning.

ASSESSMENT PLANNING CHART

GRADE LEVEL Junior High SUBJECT Social Studies TOPIC Electoral College

	ORAL	TEST
RECALL	What is the electoral college?	As a member of the electoral college, you must vote: (a) according to your own judgment (b) as your constituency voted (c) as the party tells you (d) only if you wish to do so
ANALYSIS	How does the electoral college work? OR What are the basic parts of the electoral college?	Analyze the steps in the presidential election process showing where the electoral college comes into play.
COMPARISON	How do the social conditions that existed when the electoral college was formed differ from conditions now?	What is meant by the election theme "one person, one vote" and how does that relate to the electoral college?
INFERENCE	If you were a presidential candidate elected by popular vote, could you still lose the election? If so, how?	In which state is the electorate likely to oppose the use of the electoral college? (a) California (b) Illinois (c) North Dakota
EVALUATION	Should the electoral college be abolished? Why or why not?	What is the major advantage of the electoral college in your opinion and why?

ASSESSMENT PLANNING CHART

GRADE LEVEL High School SUBJECT Social Studies TOPIC Branches of Government

	ORAL	TEST
RECALL	Who's in charge of the executive branch of government? Judicial branch? Legislature?	
ANALYSIS		What are the parts of our federal legislative branch of government?
COMPARISON	In America we have Congress. In Canada their legislature is called Parliament. How do they differ in structure? OR Compare the structure of federal government with the structure of your state government.	
INFERENCE		You've decided motorcycles cause too many accidents. You'd like them banned from federally funded highways. To which government branch would you first appeal? (a) executive (b) judicial (c) legislative
EVALUATION	Which branch of the government is most important? Why?	

ASSESSMENT PLANNING CHART

GRADE LEVEL_____ SUBJECT Generic Chart TOPIC_____

	ORAL	TEST
RECALL	What is _____?	What is the best definition for the term _____? (a) (b) (c)
ANALYSIS	What are the parts of _____?	What are the basic elements (ingredients) of _____?
COMPARISON	Compare the _____ to _____.	What is the major difference between _____ and _____? (a) (b) (c)
INFERENCE	What do you think would happen if _____?	Which of the following is a likely result of _____? (a) (b) (c)
EVALUATION	In your opinion, what is the best solution to the problem of _____? Why is this best?	People disagree about whether or not to _____. Which side are you on and why?

Assessment Thinking Workshop
Classroom Assessment Training
Northwest Regional Educational Laboratory
Portland, Oregon

SOURCES

Social Education, "Testing and Evaluation of Social Studies Students", Sept. 1991

Wiggins, Grant, "Portfolio-based Assessment: Considerations and Examples"

Case Studies in Effective School Research, National Center for Effective Schools, 1990

California Assessment Program

Gregorc, Dr. Anthony, "Assessment Which Targets Students Learning Styles"

X. Course of Study - Skill Charts - Time Frame

Statement of Ethical Principles - Responsibilities of Social Studies Teachers [1]

Principle One: It is the ethical responsibility of social studies professionals to set forth, maintain, model and safeguard standards of instructional competence suited to the achievement of the broad goals of the social studies.

Principle Two: It is the ethical responsibility of social studies professionals to provide to every student, insofar as possible, the knowledge, skills, and attitudes necessary to function as an effective citizen.

Principle Three: It is the ethical responsibility of social studies professionals to foster the understanding and to encourage the use of the rights guaranteed to all citizens under the Constitution of the United States and of the responsibilities implicit in those rights.

Principle Four: It is the ethical responsibility of social studies professionals to cultivate and maintain an instructional environment in which the free contest of ideas is prized.

Principle Five: It is the ethical responsibility of social studies professionals to adhere to the highest standards of scholarship in the development, production, distribution, or use of social studies materials.

Principle Six: It is the ethical responsibility of social studies professionals to concern themselves with the conditions of the school and community with which they are associated.

[1] Developed by the National Council for the Social Studies

X. Course of Study - Skills Charts - Time Frame

Each course of study includes a brief description of the subject areas, the name of the textbook, and at the high school level, the IBM course number.

The major topics column contains a very brief listing of content for that particular unit or theme.

The middle column contains the major course objectives that will be taught with the unit. All 17 of the exit outcomes will, at some point, appear in each course during the semester/year.

Indicators of success are the ideas that the students are expected to learn at the conclusion of the theme or unit. It is expected that major assessments of the learners will come from the indicator of success column.

The fold-out section for each unit has listed some of the skills the learners are required to learn.

The last column lists some of the materials that will be used to enhance the learning.

In the upper-right-hand cover of the skills chart is the approximate amount of time the teachers have indicated the unit or theme will require. It is entirely possible that the unit or theme may exceed the stated time. The total course of study represents 70% of the class time for each course of study for the social studies curriculum. The remaining 30% allows flexibility for the teacher. At times, the social studies teacher may wish to go into greater depth on a particular topic because of student and/or teacher interest. Current events may dictate the need to spend additional time on what is happening in the world.

The time allocation is important to follow in order to ensure adequate coverage of the course of study. The Modern World History course at the high school level must limit the time devoted to the ancient and medieval eras in order to allow for an in depth study of the 20th century.

One of the major goals of the social studies curriculum is to have, as much as possible, equal representation of each topic in each school. Therefore, it is essential that the curriculum be monitored with respect to amount of time spent per topic. This does not mean that each teacher has to be on the same topic at the same time.

The seven major themes or strands of the Warren Township Social Studies curriculum, beginning with kindergarten and going through the 12th grade, should prepare the learner to become an active, informed, and positive contributor to his or her community and society.

Course Title: Social Studies - Grade 2 Time: A school year.

Course Description: School neighborhoods and neighborhoods in other countries; how local communities help to meet human needs.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. School II. Neighborhoods III. Communities	16. Encourage positive human interaction with the environment. 9. Develop higher level thinking skills. 15. Pursue active civic responsibility.	a. Discuss notable changes in the school, including changes in teachers, students, textbooks, and activities. (S) b. Predict changes that might take place in the school and neighborhood in the future. (S, N) c. Identify the need for rules (family, classroom, school, and games. (*) d. Identify the sources of authority for those who make laws and rules at home and in school. (*) e. Explain what we mean by equality of treatment, of opportunity, and of achievement for all citizens. (*)

EXPLANATION KEY

S = School

N = Neighborhood

C = Community

* = School, Neighborhood, and Community

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 5 days
or
Approximate amount of class time _____

GRADE LEVEL OR SUBJECT: Second

UNIT OR TOPIC: Schools/Location

TEXT: Living in Communities
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Drawing Conclusions From A Map Make a map of the playground using symbols to identify equipment and areas where the children may walk or run.	Textbook, various films and other visuals
B. Critical Thinking Skills: Drawing Inferences Why can't you run in the area where the equipment is located?	
C. Graphic Interpretation:	
D. Communication & Research Skills: Locating and Gathering Information Take a walking tour of the school and playground.	
E. Other Social Studies Skills:	

Grade 2

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. Schools II. Neighborhoods III. Communities (Continued)	7. Explain essential characteristics of local, state, and national government. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individuals, family, social, political, and economic groups. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations.	f. Give examples of how rules and laws can be made and changed by voting. (*) g. Compose a set of classroom rules that can be voted on by the class. (S) h. Show how the right to vote has been treated and interpreted in various parts of the country at various times in the history of our nation. (*) i. Give examples of ways we get news about events, such as television, radio, newspaper, public announcements. (*) j. Create a newspaper article file about various cultural groups. (*)

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hour spent 5 days
or
Approximate amount of class time _____

GRADE LEVEL OR SUBJECT: Second

UNIT OR TOPIC: School/Rules

TEXT: Living in Communities
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	Textbook, films, and various other visuals
B. Critical Thinking Skills: Making Decisions The children will brainstorm their own list of classroom rules. The class will discuss and decide which rules they wish to adopt.	
C. Graphic Interpretation: Using Graphs Children will vote on rules, children will make a graph to show the results of the voting.	
D. Communication & Research Skills: Debating and Oral Reports Children will tell why they think it is important to walk down the hall quietly.	
E. Other Social Studies Skills: Seeing Other's Points of View Recognizing Values Childrem will listen to others talk about their opinion on a given rule and realize the value of different opinions.	Men and women from various racial and ethnic groups will be invited to speak in the classroom about rules and values.

Grade 2

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. School II. Neighborhoods III. Communities (Continued)	10. Apply knowledge to solve problems through use of appropriate research. 9. Develop higher level thinking skills. 17. Analyze conflict and cooperation. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.	k. Gather and organize information related to current class, school, or community problems. (*) l. Create possible solutions to problems and the consequences of proposed solutions. (*) m. Identify people of different ages and backgrounds in their neighborhoods, such as people who are children, grownups, senior citizens/people who do different jobs, speak different languages. (N) n. Share the culture and traditions of their families, such as foods, holidays, languages, family customs. (S) o. Explore the culture and traditions of ethnic groups in the community through visits from community members, field trips, cultural fairs. (C)

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 5 days
or
Approximate amount of class time _____

GRADE LEVEL OR SUBJECT: Second Grade

UNIT OR TOPIC: Schools/Interdependence

TEXT: Living in Communities
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Synthesizing Cause & Effect Brainstorm a list of actual occupations at our schools. Classify how each person depends on each worker.	Film: Helpers At Our School 0507
C. Graphic Interpretation: Using Charts Make a chart to show how the cleanliness of the school depends on various people.	
D. Communication & Research Skills: Building Vocabulary Children will make a pictionary containing words that pertain to school workers such as custodian, principal, librarian.	Textbook, films, and various other videos
E. Other Social Studies Skills:	

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. School II. Neighborhoods III. Communities (Continued)	4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	p. List ways their neighborhood is similar and different from other neighborhoods in the community, such as services, language, religion, ethnicity. (*) q. Classify ways in which people depend on each other in the community, such as for food, water, protection, education. (C) r. List ways family and community members depend on people outside of the community. (C) s. Show on a map how communities are linked together by modes of transportation and communication. (C) t. Compare and contrast the ways community members depend on each other in other parts of the world. (C) u. Identify men and women who provide goods and services to the community, such as school workers, firefighters, police officers, doctors, factory workers, storekeepers, farmers, etc. (C or *) v. Explore the education or training needed for a job or profession. (*) w. Give examples of how people earn income, such as wages, salary, rent, profit. Show income differences by sex, race, and education. (C) x. Explain how family members use their income. (C) y. Identify family members who are producers, consumers, and both producers and consumers. (C)

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 5 days
or
Approximate amount of class time_____

GRADE LEVEL OF SUBJECT: Second

UNIT OR TOPIC: Community/Interdependency

TEXT: Living in Communities
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Predicting Effects and Cause & Effect Formulate hypothesis - What would happen if the mail carrier went on strike?	
C. Graphic Interpretation: Interpreting Photographs Show pictures of various community workers. Children will interpret the picture and discuss the worker's job.	Film - Everyone Helps in a Community

Over

Community/Interdependency - Second Grade (cont.)

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
D. **Communication & Research Skills:** Develop Reading . Comprehension - After reading about community workers, make mobiles that show men and women who provide goods or services.	Films: Community Helpers - Firefighters 0568 Community Helpers - Medical Health Workers 1275 Community Helpers - Overview 0569 Community Helpers - Police Officers 1276 Community Workers - Utility Workers 0570
E. **Other Social Studies Skills:** Developing a Sense of Chronology Make a sequence picture that shows the chronological order of produce from the farm to the home.	Show a graph showing the chronology of the numbers of men and women entering the workforce.

Grade 2

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
I. Schools II. Neighborhoods III. Communities (Continued)	8. Understand Social Studies terms/concepts. 3. Develop basic geographic literacy. 9. Develop higher level thinking skills.	z. Explain how natural and other resources are used to satisfy the economic wants of people of different cultures. (*) aa. Give examples of how people make choices about using goods, services, and resources. (Since resources, goods, and services are limited, people must make decisions about what they will buy, make, or do for themselves and what things they will do without. (*) bb. Use the cardinal directions (N, S, E, W) to locate things outdoors, in the classroom, school, neighborhood or home. (*) cc. Make simple maps of the school or neighborhood, using symbols to represent objects, features, or places. (*) dd. Locate places in the neighborhood and outside the neighborhood on community maps. (C, N) ee. Use symbols to identify local landforms and bodies of water. ff. Compare and contrast life in cities, towns, suburbs, and farms. gg. Locate oceans, continents, mountains, islands, and lakes on maps and globes. hh. Compare maps and globes and describe similarities and differences. ii. Make simple maps of the classroom and school. (S)

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 2 weeks
or
Approximate amount of class time _____

GRADE LEVEL OR SUBJECT: Second

UNIT OR TOPIC: Neighborhoods/Groups

TEXT: Living in Communities
Silver Burdett & Ginn

SKILLS USED

A. Map Skills:
1. Locating Places on a Map
2. Using Information from a Map
3. Making Inferences from a Map

Using a map of their neighborhood, the children will interpret location of fire stations, schools, parks, hospitals, libraries, rivers, and mountains. The child will locate their street and determine if the street runs N., S., E., or W.

B. Critical Thinking Skills: Analyzing Comparisons

Discuss how your neighborhood is different from another neighborhood. Make a list of the things (buildings and services) that are found in your neighborhood.

C. Graphic Interpretation: Using a Graph (Interpretation)

Make a graph that shows where the children live. (Ex. number of children that live in apartments, houses, trailers)

SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.

Computer - Take Me North
Winnie The Pooh in the Hundred Acre Wood

Films - Map, Where Am I 0559 or vo559
Maps Are Fun 0219

Computer - Your Community
Identify a color-coded ethnic distribution map of your community, county, or state

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Grade 2

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. Schools II. Neighborhoods III. Communities (Continued)	15. Pursue active civic responsibility. 1. Explain what we mean when we exhibit patriotism and citizenship. 2. Demonstrate knowledge of how our community/our state/our nation began. 6. Examine the role of famous men and women in history from various ethnic groups.	jj. Develop an ethnic distribution map. kk. Using simple graphs, the students will compare/contrast their interpretation of information. ll. Identify some of the rights that people have, such as the right to privacy and to have personal belongings, freedom of speech, freedom of religion, freedom of ethnic identity, and freedom to speak another language. mm. Suggest some of the responsibilities that accompany these rights. nn. Identify school, family, and community leaders and give examples of the qualities that a leader should have. (*) oo. Discuss the responsibilities, privileges, and limitations that leaders have. (*) pp. Make inferences about the costs and benefits of accepting responsibility. qq. Suggest ways children can participate responsibly in community life. (C) rr. Do a simple school survey to identify a common problem and attempt to reach a classroom consensus about a possible solution. (S) ss. Participate in group work to identify, select, and defend alternative ways of meeting needs and interests.
Indicators of Success (Continued) tt. Visit historic buildings in the community and describe how these buildings are different from more modern buildings. uu. Examine pictures and photographs of the neighborhood and community in the past and discuss differences in clothing, cars, lifestyles, and ethnicity. (N, C) vv. Identify men and women and present significance to the community and nation. (C)		

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
D. Communication & Research Skills: Write about "Why it is enjoyable to live in each type of housing." (Ex. I like living in a trailer because _____.)	
E. Other Social Studies Skills: Detecting Stereotypes Do all Indians live in teepees? This question will lead to the discussion that not all of any one culture lives in one style of home.	Computer - Indians Computer Kit - Indians Silver Burdett-Garden Gates My Pueblo Home Use a map showing the original location of various Indian groups in the United States before they were conquered.